DOCUMENT RESUME

ED 348 632 CG 024 450

AUTHOR Daly, Joseph L.; Feller, Richard W.
TITLE Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 6: Educational Change and Counselor Renewal.
INSTITUTION Colorado State Univ., Ft. Collins. School of Occupational and Educational Studies.
SPONS AGENCY Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE 92
CONTRACT VN90003001
NOTE 97p.; For other documents in this series, see CG 024 444-449.
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Counseling Services; *Counselor Role; *Counselor Training; *Educational Change; Elementary Secondary Education; Professional Development; *School Counseling; *School Counselors

ABSTRACT

This document presents lessons on educational change and counselor renewal. The first lesson helps learners understand the issues being presented in the area of school reform, and the implications of addressing those issues. The second lesson helps school counselors understand where counselors and comprehensive school counseling and guidance programs fit in the context of educational change. The premise of the third lesson is that school counselors need to accept responsibility for their own professional development and renewal if they are to fulfill the requirements of their expanded role. The fourth lesson helps counselors to identify and analyze the best counseling programs and practices and use their findings to improve counseling and guidance. Included with each lesson is information on the justification for the lesson; the expected learner outcome; instructor resources; directions for teaching-learning interaction; debriefing strategies; list of resources; and a brief discussion of an individualized learning plan for persons studying this content in an individualized program. (ABL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

6

COUNSELOR EDUCATION

Counselor Role and Educational Change: Planning, Integration, and Basic Skills

EDUCATIONAL CHANGE AND COUNSELOR RENEWAL

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Funded by:
U.S. Department of Education
Office of Vocational and Adult Education

Colorado State University

CG024450

BEST COPY AVAILABLE

6

COUNSELOR
EDUCATION

Counselor Role and
Educational Change:
Planning, Integration,
and Basic Skills

Joseph L. Daly
Richard W. Feller

School of Occupational
& Educational Studies
Colorado State University

EDUCATIONAL CHANGE AND COUNSELOR RENEWAL

Project Director:
R. Brian Cobb

Project Coordinators:
Nancy Hartley
Jaime Stefan

A citation of this document should appear as follows:

Daly, J., & Feller, R. (1992). *Counselor Role and Educational Change: Planning, Integration, and Basic Skills: Book 6- Educational Change and Counselor Renewal.* Ft. Collins, CO: Colorado State University.

©1992, School of Occupational & Educational Studies, Colorado State University. Contract Number VN90003001.
Copyright Notice 17 USC 401/402. All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the copyright owner. Violators are subject to prosecution.

To order additional copies or request permission to copy, contact:

School of Occupational & Educational Studies
Education Building, Room 209
Colorado State University
Fort Collins, Colorado 80523
(303) 491-5871

Colorado State University

Funded by: U.S. Department of Education, Office of Vocational and Adult Education. Contract Number VN90003001.
Project Officers: Bernice Anderson and Richard Di Cola.

This publication was prepared pursuant to a contract with the U.S. Department of Education, Office of Vocational and Adult Education. Contractors undertaking such projects are encouraged to express freely their judgement in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official U.S. Department of Education position or policy.

SCHOOL RESTRUCTURING

Perennial Problem

How can comprehensive school counseling and guidance programs contribute to the delivery of the basic skills?

Practical Problem

What should be done about school counselors' understanding of school restructuring and school improvement?

Justification for Lesson

Education is a top issue on the nation's agenda. Educational reform prospects come from many sources, including government, business, blue ribbon commissions, and education committees. The general focus has been on improving the quality of elementary and secondary education. This lesson will help learners understand the issues being presented in the area of school reform, and the implications of addressing those issues.

Learner Outcome

The learner will evaluate the literature regarding school restructuring and school improvement.

Instructor Resources

- School Restructuring (transparency)
- School Reform (transparency)
- American Education (transparency)
- Why Change? (handout)
- Trends Shaping Our Schools (handout)
- Characteristics of a Restructured School (handout)
- National Reports and Counselors (transparency)
- Is School Counseling Needed? (transparency)
- School Reform and Counselors (transparency)
- Models of School Counseling (transparency)
- What School Counselors Must Become (transparency)
- The New School Counselor (transparency)
- Changes That School Counselors Could Make (transparency)

Teaching-Learning Interaction

The instructor should begin this lesson by discussing the following questions with the class. Use the transparencies titled School Restructuring, School Reform, and American Education to facilitate the discussion.

Teaching-Learning Interaction, continued

Is restructuring of our public education system necessary? Why or why not? What evidence do we have that we need to restructure?

- economic
- demographic
- societal
- educational
- technological

Next, the learners should be given the handouts titled Why Change?, Trends Shaping Our Schools, and Characteristics of a Restructured School. The instructor should have the class discuss, in groups of 3-5 learners, the implications of restructuring for (1) the structure of schools, and (2) the school curriculum. The groups should then share their insights with the entire class.

The instructor should next lead the class in a discussion of the implications of school restructuring and school reform for school counselors and comprehensive school counseling and guidance programs by asking the learners to respond to the following questions:

- What are the implications of restructuring for comprehensive school counseling and guidance programs?

- What is the school counselor's role in the restructuring of public education?

- Which of the four components of a comprehensive school counseling and guidance program will be most affected by restructuring? (These four components are: guidance curriculum, individual planning, responsive services, and system support.)

Seven transparencies titled National Reports and Counselors, Is School Counseling Needed?, School Reform and Counselors, Models of School Counseling, What School Counselors Must Become, The New School Counselor, and Changes that School Counselors Could Make are provided to facilitate this discussion. They may be used as transparencies or handouts. *Note*: The articles from which the statements were taken are referenced on each handout or transparency. Preassigning the students to read these articles will add much depth to the discussion of these important issues.

Debriefing Strategies

The debriefing discussion should focus on the following questions:

- What is the primary role of the school counselor — "counseling" or "educating"?
- Does the school counselor have a role as "student advocate" in curriculum issues? What is the counselor's role in issues of reform and restructuring?

Possible Resources

- Baker, S. B., & Shaw, M. C. (1987). Improving counseling through primary prevention. Columbus, OH: Merrill.
- Benjamin, S. (1989, March). An ideascape for education: What futurists recommend. Educational Leadership, 46(6), 8-14.
- Brandt, R. (1990, April). On restructuring schools: A conversation with Al Shanker. Educational Leadership, 47(7), 11-16.
- Cecil, J. H., & Cobia, D. C. (1990). Educational challenge and change. In H. Hackney (Ed.), Changing contexts for counselor preparation in the 1990s (pp. 21-36). Alexandria, VA: Association for Counselor Education and Supervision.
- DeRidder, L. M. (1989). Integrating equity into the school. In R. Hanson (Ed.), Career Development: Preparing for the 21st Century (pp. 23-38). Ann Arbor, MI: ERIC Counseling and Personnel Services, School of Education, The University of Michigan.
- Gysbers, N. C., & Henderson, P. (1988). Developing and managing your school guidance program. Alexandria, VA: American Association for Counseling and Development.
- Herr, E. L. (1989). Counseling in a dynamic society: Opportunities and challenges. Alexandria, VA: American Association for Counseling and Development.

Possible Resources, continued

- Hodgkinson, H. (1991, September). Reform versus reality. Phi Delta Kappan, 73(1), 8-16.
- Moses, M. C., & Whitaker, K. S. (1990, September). Ten components for restructuring schools. The School Administrator, 47(8), 32-34.

Individualized Learning Plan

If a learner is studying this content in an individualized program, he or she should be given the entire lesson. The learner should read all materials and complete all assignments and activities. Written responses in the form of a paper can be used to verify completion of the lesson. Note: As part of this learning experience, the learner should be asked to identify a counselor in the schools with whom to discuss the questions and issues of the lesson.

INSTRUCTOR RESOURCES

LESSON: SCHOOL RESTRUCTURING

School Restructuring

Restructuring

Minor changes will not bring about the improvements we need in schools; changes have to be major: the kinds of changes that take place in a factory when they move away from the assembly line model.

Al Shanker[1]

---

[1]Brandt, Ron. (1990, April). On restructuring schools: A conversation with Al Shanker. Educational Leadership, 47(7), 11-16.

School Reform

The school reform most needed to encourage student learning and retention is curricular reform which emphasizes the integration of academic concepts with real-world problems and job-related tasks, using flexible teaching methods.

Our schools, their curricula, and guidance programs are currently oriented toward serving college-bound youth. Additionally, as a result of the "excellence" movement and the consequent imposition of "higher standards", the disadvantaged students have found themselves falling even further behind. If we are to face the human resource challenges of the next decade, we must realign our educational priorities to include all of the students the school is there to serve.

Lawrence DeRidder[2]

[2]DeRidder, L. M. (1989). Integrating equity into the school. In R. Hanson (Ed.), Career Development: Preparing for the 21st Century (pp.23-38). Ann Arbor, MI: ERIC Counseling and Personnel Services, School of Education, The University of Michigan.

American Education

"American education is like a house. This house was beautiful and well maintained, one of the nicest houses in the world. But over time, the owners allowed the house to deteriorate.... The owners, returning after a long absence, hastily repaired the windows, the plaster, and the electric motors—but they neglected to fix the roof. The owners were surprised and angry when, after all their efforts, the house continued to deteriorate.

"The leaky roof in our educational house is a metaphor for the spectacular changes that have occurred in the nature of the children who come to school."

Harold Hodgkinson[3]

[3]Hodgkinson, Harold. (1991, September). Reform versus reality. Phi Delta Kappan, 73(1), 8-16.

Why Change?
(Problems with the Status Quo)[4]

1. The system of arranging learning has become an end in itself and therefore a barrier to learning. For example, it often:
   a. allows teachers and administrators to perpetuate the system rather than accept the responsibility for constructive change;
   b. separates people from each other and from the real world and isolates disciplines and tasks, creating problems of communication, understanding, and priorities;
   c. ignores interdisciplinary opportunities, discourages caring and trust, hinders the development of common standards, and allows excessive specialization;
   d. rewards covering and recalling of material, rote learning, grades, and GPAs;
   e. substitutes for the goal of learning the goal of graduating;
   f. promotes the "normal curve" approach to categorize students, discriminating against their potential and encouraging them to manipulate, play games with, or resist the system rather than master material, develop responsibility for their own learning, and build lifelong skills;
   g. consumes the time needed for reflection on the use of material, solving problems individually and collectively, and relating material to the real world;
   h. leads to excessive teacher activity and to student passivity, thereby exhausting and frustrating both groups while promoting mediocre performance;
   i. grants freedom and opportunity to students but demands too little responsibility and self-discipline;
   j. encourages, and may depend upon, an ethically neutral, valueless, depersonalized, do-your-own-thing, smorgasbord approach to education and to life;
   k. limits the influence of teachers in decisions while it solicits renewal and reform from those distant from the classroom;
   l. produces an unhealthy cynicism among teachers, students, administrators, and at times, the public;
   m. limits parental and community involvement in the education of young people;
   n. makes of education a dull routine instead of a stimulating activity.
2. Financial realities indicate that the public will no longer support an outdated education system.
3. Recent affluence, commercialism, media influence, and so on, have produced a generation that cannot be successfully taught in the ways earlier generations were.
4. Business and industry, facing new foreign and domestic realities, can no longer rely on the educational system to produce competent workers, creators, and decision makers.
5. The nature of social, political, and environmental problems at home and worldwide demands a well-rounded and active citizenry.

[4]Brickley, D., & Wertberg, T. (1990, April). Restructuring a comprehensive high school. Educational Leadership, 47(7), 28-31.

Trends Shaping Our Schools[5]

- **The world of work will be characterized by a continued shift from an industrial work force to an information and service work force. Technology will play a major role in almost all segments of the work force. Tomorrow's workers will need skills and attitudes different from those of today's workers.**
- **Technology will become even more powerful, convenient, and complex.**
- **The population that the educational system will serve will be quite different from today's population. It will be more ethnic and paradoxically both younger and older.**
- **The world will continue to become more globally interdependent.**
- **The American family will continue to be diverse. No single family type will represent the majority of Americans.**
- **Our society will demand an even more convenient lifestyle, expecting all institutions to deliver their services with ease and speed.**
- **The locus of control in education will continue to shift from the federal to the state level and from the central office to the building level. Decision making within school districts will be shared more with teachers.**
- **A shortage of qualified teachers and administrators will necessitate alternative approaches to training, recruiting, and certifying professional educators.**
- **Alternatives to public education will continue to grow in popularity and to gain public support.**
- **The number, frequency, and complexity of values questions confronting educators will increase dramatically.**

[5]Benjamin, Steve. (1989, March). An ideascape for education: What futurists recommend. Educational Leadership, 46(6), 8-14.

Characteristics of a Restructured School[6]

1. *Outcome-Based Education.* A restructured high school has challenging, clearly defined, measurable learning outcomes. Progress toward mastery of concepts, skills, and abilities is valued, and monitored regularly. Students earn graduation by demonstrating the mastery of stated school goals through such methods as exhibitions, demonstrations, and portfolios.
2. *Intellectual Development.* Students demonstrate the intellectual skills and knowledge necessary to thrive in a changing world. These include basic knowledge and information, information processing, problem solving, knowledge about how to learn, higher-order thinking skills, creativity, and reflection and thoughtfulness.
3. *Character Development.* Students demonstrate a positive work ethic and the behaviors often associated with good citizenship including reliability, responsibility, punctuality, regular attendance, self-respect, self-discipline, community involvement, and respect for the dignity, worth, and property of others.
4. *Personalized Education.* Education is individualized, accommodating the particular needs and learning styles of each student. Each student's program of study promotes sound intellectual, social, physical, ethical, artistic, and emotional development. Personalized education provides for treating each student with care, giving personal attention to each individual to ensure no student "disconnects" or drifts through school anonymously.
5. *Shared Decision Making.* Faculty and staff, parents, students, and other members of the community participate in decision making for the school.
6. *Use of Time.* The needs of students and staff dictate the school schedule and calendar. Teachers have time to establish priorities, to engage in thoughtful and creative planning, and to work with students.
7. *Integrated Learning.* Learning projects and activities go beyond the traditional lecture and textbook approach, often involve several disciplines, teach students to work cooperatively, and have application to real situations.
8. *Interactive Learning.* Students take ownership and are actively involved in their own education. They function as active workers and learners, while teachers, parents, and community members serve as mentors, instructors, coaches, facilitators, and guides.
9. *Application of Technology.* Students demonstrate the responsible use of technology to solve problems and assist in everyday living.
10. *Accountability.* The staff designs, and will be accountable for, the success of the school's objectives.

[6]Brickley, D., & Wertberg, T. (1990, April). Restructuring a comprehensive high school. Educational Leadership, 47(7), 28-31.

National Reports and Counselors

There is very little counseling literature that addresses the implications of these national reports for the counseling profession, even though some of the reports could have profound effects on the way counselors function and how they are prepared.

Thomas H. Hohenshil[7]

[7]Hohenshil, Thomas H. (1987). The educational reform movement: What does it mean for counseling? Journal of Counseling and Development, 66(1), 57-58.

Is School Counseling Needed?

Although there are many positive aspects of the various national reports on reforming education in this country, most of them apparently do not include counselors as a major part of these reforms. Perhaps, as Herr (1986) suggested, many individuals both in and out of counseling question whether school counseling is needed. In any event, the virtual exclusion of counseling and other support services from these reports clearly suggests that counselors need to seek ways to gain representation in the various reform groups, educate them on the merits of good counseling programs, and influence them to include counseling as an integral part of any educational reforms that occur in the future.

Thomas H. Hohenshil[8]

[8]Hohenshil, Thomas H. (1987). The educational reform movement: What does it mean for counseling? Journal of Counseling and Development, 66(1), 57-58.

School Reform and Counselors

School counselors have been ignored in reform proposals: Why?[9]

1. **Authors have focused on what they view as the essentials of schooling, namely teaching, curricula, and students.**
2. **Counseling and guidance are seen as being outside the mainstream of schooling.**
3. **Counselors and counseling supervisors have not been vocal enough in informing the public of the good they do.**
4. **Students and teachers do not regard counselors as educators with knowledge and skills to be passed on to students.**
5. **Too often, there is a lack of a student-centered guidance curriculum, developmental and sequential in nature, designed to meet the needs of the local community and school district.**

[9]American Association for Counseling and Development, School Counseling Task Force. (1989). School counseling: A profession at risk. Alexandria, VA: American Association for Counseling and Development.

Models of School Counseling

If the question for the profession of school counseling is not one of simple survival as a visible entity in the school, what is the question? It is more nearly: What models of school counseling roles and functions are most likely to be effective under different conditions of student need, educational priorities, and availability of resources?

E. L. Herr[10]

[10]Herr, E.L. (1989). Counseling in a dynamic society: Opportunities and challenges. Alexandria, VA: American Association for Counseling and Development.

What School Counselors Must Become

Many other authors have contributed similar views to what school counselors must become. The common ground is that

1. **school counselors must become more proactive,**
2. **primary prevention must assume ascendancy in practice,**
3. **a guidance curriculum must emerge that casts the counselor in the role of developmental specialist, and**
4. **time-honored practices of the past, including longer term individual treatment, will receive diminished emphasis.**

Harold Hackney[11]

[11]Hackney, Harold. (1990). Counselor preparation for future needs. In H. Hackney (Ed.), Changing contexts for counselor preparation in the 1990s (P. 86). Alexandria, VA: Association for Counselor Education and Supervision.

The New School Counselor

The form a new and more relevant school counseling profession must take:

- **Reconceptualization from "...an ancillary, crisis-oriented service to a comprehensive program firmly grounded on principles of human growth and development" (Gysbers & Henderson, 1988, vii-viii);**

- **"Programs must be proactive and planned, not reactive and service-concept oriented; developmental by nature; and designed and structured to achieve student, school, and community goals and objectives" (AACD School Counseling Task Force Report, 1989, p. 11); and**

- **"Guidance programs should be balanced in terms of both the general thrust of services (i.e., primary prevention, remediation, and therapy) and in terms of the mode of service delivery (direct and indirect services)" (Baker & Shaw, 1987, pp. 6-7).**

Harold Hackney[12]

[12]Hackney, H. (1990). Counselor preparation for future needs. In H. Hackney (Ed.), Changing contexts for counselor preparation in the 1990s (p. 86). Alexandria, VA: Association for Counselor Education and Supervision.

Changes that School Counselors Could Make[13]

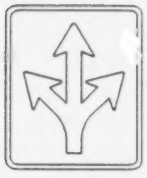
1. Serve as consultants to teachers, emphasizing the non-college-bound student and demonstrating the relevance of course content; introduce development of study skills.
2. Develop early identification/warning mechanism for locating potential dropouts.
3. Reinforce positive behaviors in order to improve students' self-esteem.
4. Help teachers sequence career development activities into all learning areas in grades K-12.
5. Develop counseling groups to help students examine career options; use interest inventories to facilitate exploration.
6. Set up a career resource center to disseminate information on career options, training opportunities, and funding.
7. Conduct job search and readiness workshops for all students.
8. Provide information on employability skills; how to find, get, keep, and change jobs.
9. Establish a mediation procedure (student run, if possible) to reduce emphasis on discipline and suspensions.
10. Set up a buddy system so that all students have someone to confide in within the new school setting.

[13]DeRidder, L.M. (1989). Integrating equity into the school. In Hanson, R. (Ed.). Career development: Preparing for the 21st century (pp.28-38). Ann Arbor, MI: ERIC Counseling and Personnel Services, School of Education, The University of Michigan.

EDUCATIONAL CHANGE

Perennial Problem

How can comprehensive school counseling and guidance programs contribute to the delivery of the basic skills?



Practical Problem

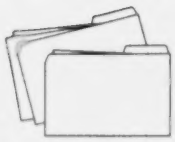
What should be done to help school counselors influence educational change to better meet the needs of all students?

Justification for Lesson

School counselors need to address the issue of educational restructuring and the kind of programs and approaches needed to meet the requirements of a changing society and a changing population. This lesson will help school counselors understand where counselors and comprehensive school counseling and guidance programs fit in the context of educational change.

Learner Outcome

The learner will recognize power and influence sources, and analyze stakeholders' concerns in order to effect change.



Instructor Resources

- Mid-Continent Regional Educational Laboratory. (1988-89, Winter, & 1989, Spring). Restructuring education: Community and organizational change. Policy Notes, 3(2 & 3).
- "We cannot make schools. . ." (transparency)
- "If we are to understand. . ." (transparency)
- Nature of the Organization (transparency)
- The Changing Organization (transparency)
- Basic Changes in Our Work Environment (transparency)
- Changing Values (transparency)
- Guidelines for Restructuring (transparency)
- Six Steps to Change a System (transparency)

Teaching-Learning Interaction

Note: The primary resource for this lesson is the McCune paper titled Restructuring Education: Community and Organizational Change. The instructor should read the paper prior to the lesson. The instructor can also ask the class to read the paper in advance of the lesson. Eight transparencies based on the paper have been provided to facilitate discussion of the issues. The lesson can be very effective if learners are put in groups of 3-5 for initial discussion of the question stated below. A consensus response can then be arrived at from the responses of each group.

The instructor should initiate a discussion on the following question using the transparencies titled "We cannot make schools. . ." and "If we are to understand. . .":

- What are the basic needs of society that will give direction to the restructuring of the public schools?

Teaching-Learning Interaction, continued

The instructor should show the transparency titled Nature of the Organization and ask the learners to discuss the following three assumptions:

- Human and information capital are the critical sources of economic and organizational productivity and growth in the Age of Information.
- Human processing or creative thinking is the primary ingredient of productivity and organizational success.
- Empowering individuals to think is the single most significant source of organizational growth in the Age of Information.

The discussion should now move to the major forces shaping educational change.

These are presented in the transparency titled The Changing Organization.

- Economic forces — which will determine what we should be taught?
- Demographic forces — which will determine who the schools will serve?
- Organizational forces — which will determine how students will be educated?

The transparencies titled Basic Changes in Our Work Environment and Changing Values should then be used to develop an understanding of the components of educational change by looking at the changes in our work environment and the values shifts in education.

The lesson should end by presenting and discussing the transparencies titled Guidelines for Restructuring and Six Steps to Change a System.

Debriefing Strategies

The instructor should ask the class to discuss the following questions:

- What is the relationship between educational restructuring and the integration of the academic and vocational curriculum?

Debriefing Strategies, continued

- What are the implications of school restructuring for basic skills acquisition?
- What is the role of the school counselor in curriculum change and revision?

Possible Resources

- Benjamin, S. (1989, March). An ideascape for education: What futurists recommend. Educational Leadership, 46(6), 8-14.
- Gysbers, N.C., & Henderson, P. (1988). Developing and managing your school guidance program. Alexandria, VA: American Association for Counseling and Development.
- Hodgkinson, H. (1991, September). Reform versus reality. Phi Delta Kappan, 73(1), 8-16.

Individualized Learning Plan

If a learner is studying this content in an individualized program, he or she should be given the entire lesson. The learner should read all materials and complete all assignments and activities. Written responses in the form of a paper can be used to verify completion of the lesson. Note: As part of this learning experience, the learner should be asked to identify a counselor in the schools with whom to discuss the questions and issues of each lesson.

INSTRUCTOR RESOURCES

LESSON: EDUCATIONAL CHANGE

Restructuring Education: Community and Organizational Change[1]

Educational reform has been a primary focus of the dialogue within the educational community over the past ten years. This dialogue has resulted in concrete improvements and we are seeing new levels of awareness of the importance of education to the larger society. Valuable as the awareness and other signs of progress may be, the question may still be raised as to how widely there is full realization of the critical needs or the scope of effort that must be put forth if we are to develop schools that meet the changed conditions of our communities and our society. Although most of us are aware of the profound transformation of the economic sector of our society, there have been comparatively few efforts to link these changes to the many areas of our lives which must also be transformed to meet the needs of society.

There is a growing recognition that schools cannot be "renovated" or improved and still meet the needs of a changed society and a changed population.

Trying to adapt the school of the 1950s to meet the needs of students and communities of the 1980s is doomed to failure in the long run. While a percentage of our children (probably about 30 percent) can adapt the school of the past to meet their needs, it is not responsive to a majority of students or the increased diversity of student populations and communities.

If we are to understand the problems we must examine the very purpose of education and its relationship to the family and the community. Only when we understand the transformations of families and communities can we understand the need for a significant restructuring of America's schools. This restructuring must be carried out with an understanding of societal needs, organizational functions and the directions for change.

The Function of Schools

The goals of education have been debated and we could identify many of the functions which schools are supposed to perform. The broadest goals for education, for the most part, are the following:

Classic Academic Goal

The goal of preserving knowledge and transmitting the culture of the past to the generation is the most traditional educational goal. This goal speaks to the preservation of the past and the conservation of the status quo. This is the goal of classic education and is probably the most widely accepted goal of education.

Social Change Goal

The role of the school and of education as an instrument for change or transformation of the culture is a relatively new goal. The early industrial schools of the late 1800s viewed schools as the means for developing a common culture and homogenizing the culture, but it has only been in comparatively recent times that we have understood the role of schools in preparing students for a future society. In this framework, schools must anticipate the future and prepare students with the knowledge and skills they will need to survive as adults. This has been extended to the view that the school must also help parents and adults prepare themselves for understanding and coping with community change.

---

[1]Mid-Continent Regional Educational Laboratory. (1988-1989, Winter, & 1989, Spring). Restructuring Education: Community and Organizational Change. Policy Notes, 3(2 & 3).

Individual Development

The individualism of American society has led to an educational goal which is, for the most part, unique to American values and culture. The belief that education should prepare and encourage every individual to develop their full potential is far more than a statement of universal public education. It is a commitment to the belief in the ultimate value of the individual and society's commitment to see the development of individual potential.

None of these goals can be considered in isolation of the other two. Schools must balance their efforts and seek to meet all three if they are to serve the society. However, there are difficulties in achieving such a balance. There are paradoxes that are difficult to manage. First, schools must transmit the past and maintain the status quo and concurrently, anticipate the future and prepare students for the future.

Past-Present Continuum

Preservation of the Past	Future Socialization

Individuals tend to have orientation that makes it difficult to balance these two orientations. We seem to do better in our efforts to preserve and transmit the past than in anticipating and preparing students for the future.

A second difficulty is the paradox between the development of individual potential and the realization of that potential in societal contribution. As important as the development of individual potential is, it does not achieve its meaning unless it is directed toward some societal contribution and achievement. When individualism is only manifest in greed and privilege, we lose the very essence of community and society. Today in America, we are struggling with our love of individualism and the need for a greater sense of caring and community. The conflict in education requires another balance of effort.

Individual-Societal Continuum

Individual Potential	Societal Contribution

It is unlikely that a balance among these four sets of factors will be achieved easily, but they must be considered as part of the preparation for the restructuring of schools.

Schools, like any other organization, exist to meet societal and community needs. As the external environment of the society and the community change, schools must also change. Two of the most important contexts for public schools are the family and the community. Schools success continue to remain largely in the hands of the family and the community. The learnings provided by the family (known as the family effects) continue to be critical variables in the learning process. Middle class children or children whose parents who make education a priority in their children's lives tend to be the most successful students. Since this represents a declining proportion of the student population, schools must overcome this advantage and provide experiences which make up for the family effects (school effects).

Restructuring Education, continued

Similarly, community support of children and youth is a critical variable for success. The most obvious indication of this support is financial support, but it must also be manifest in adults giving of themselves to children and youth. We are seeing signs of this in school-business partnerships, social agency collaborations, ensuring future education and employment for students, and other forms of the giving of community attention and time.

Schools must relate to families and communities as part of their restructuring efforts. Yet, both the family and the community no longer have the levels of strength as organizations that would be desirable.

Families are less stable and under greater elements of stress. The complexity of family life has increased as increased numbers of students are in single parent families, children of divorce and blended families, and children in poverty. Parents are struggling with increased economic and social pressures and may be distracted from the needs of their children. Child abuse (physical, sexual, and emotional) has increased 55% from 1981-1985 in America and one may wonder if we have significant numbers of adults who are incapable of parenting their children. More children with handicaps are surviving and entering our schools where their rights to education are mandated by law. Students are increasingly more racially and ethnically diverse and bring family and cultural expectations and values. When we consider the massive changes in the nature of families in America, it becomes clear that a school system designed for the 1880s cannot cope with this level of transformation.

Similarly, our communities have bee transformed. Whereas de Tocqueville commented on the fact that the individualism of our democracy was tempered by our commitment to community and caring for others (largely through voluntary action and organizations), times have changed. Bellah and others[1] have suggested that we no longer live in communities but in life-style ghettos. Our experience with our communities is likely to be limited and we do not see or have to deal with the problems or suffering within the community. It is assumed that this is a governmental responsibility. Thus, our sense of commitment and relatedness to the problems of others has been reduced. As communities have grown, they have become more fragmented, more diverse, and there is an increased confusion about common values.

The problems in the family and the community impact the schools directly. Schools are struggling to restructure their goals and structures to deal with the explosion of information and the revolution in pedagogy. They are searching for a new vision which meets the needs of the community and expresses the future needs of family, community and society. And, they are attempting to find new ways of organizing themselves and increasing their productivity. These are the tasks of the restructuring process. Where do we begin with restructuring and how do we design the new schools which are needed? A critical place to begin is to understand the characteristics of today's schools and how they evolved in the past.

Past to Present Schools

The history of American education to date may be summarized in four periods of development. Each of these periods of development left a lasting contribution on our present ideas of schools and schooling. The four periods of American education may be described as the following.

Home Schools. The first schools in America were home schools. It was the responsibility of parents or older adults to provide children with the basic skills of readin', 'riting and 'rithmetic. The curriculum was limited in large measure to basic skills and the skills of home and agriculture. The Bible frequently served as the basic textbook.

Restructuring Education, continued

Village Schools. As communities grew, families came together to meet a common need. Families pooled their resources to hire a school master or school marm to teach their children. Although students were now brought together in a school, the curriculum remained focused on basic and practical skills. Much of the teaching was tutorial and classrooms were a mixture of age groups.

Industrial Schools. By the 1880s, the nation was experiencing considerable change. New streams of immigrants were settling in the United States. The industrial revolution was well underway and our cities were increasing. Industrialists of the age were worried about the need to develop common values and develop quality workers for America's industries. Reformers such as Horace Mann were concerned about the "rag-tag" system of education that characterized the schools of the day. The common interests of these groups met in a series of agreements and conditions for the public schools. These included the following:

Schools should be supported by public funds. The importance of public schools was recognized by the agreement that public funds should be used for their support.

Public schools should be managed by lay boards. The importance of local communities continued to be felt in the agreement that lay boards should direct the affairs of the public schools.

Public schools were to teach values and prepare youth and immigrants with the values necessary for the society. Just as the social problems of today influence schools, so did the problems of the last century shape schools. During the last part of the 19th Century, many new immigrants came to America with different languages and cultures. Employers were concerned about the poor work habits of workers and called on schools to develop positive attitudes toward work. Alcoholism created family problems and there was no social service network for widows and children. These problems and others led to the requirement that schools must deal with the development of values. The four primary values to be inculcated by the schools were work, thrift, care of family and observance of a religion.

This need was met by the McGuffey Readers. McGuffey developed stories designed to develop positive values. In a sense, the McGuffey Readers (especially the first two editions) extended the teachings which had once been provided by the Bible.

Schools must be cheap and cost efficient. The tutorial schooling of previous ages had been efficient but its one-to-one approach was expensive and it limited the number of children that a teacher could teach.

Horace Mann solved this problem by introducing two innovations from Prussia — structured instruction and age-grade grouping. Children were now organized in classrooms by age and they were assigned to a grade. Instruction was to be provided to the total group and students were treated in terms of grade levels. The popularity of these innovations was evident by their universal adoption in the American system. Structured instruction which is directed toward the average levels of the class and delivered by teacher lectures characterizes about 80 percent of instruction in today's schools.

We have become so accustomed to age-grade levels that we forget that there are no educational reasons for this system. The value of the system is to provide a convenience for the management of schools. Efforts to change the age-grade system to a more individualized approach of the ungraded elementary school are likely to raise the opposition of staff and parents.

The model for the industrial school was the factory and we see a "batch-processing" approach to education that is similar to that used in factories. It was during this period, however, that curriculum was expanded; efforts to professionalize the teaching profession were extended; and a concern for developing a common culture was initiated.

Developing methods for the sorting of students. Although there was a commitment to the education of all children and the provision of the common school, there was a recognition that a certain number of youth must be prepared at higher levels for providing the leadership for the society. The belief was that about 20 percent of children and youth should be prepared as those who would be the managers, doctors, lawyers, politicians and other leaders of our society. The vast majority, of course, were to be trained to be factory workers who could carry out mindless, repetitious blue collar jobs.

The mechanisms of sorting were explicit and subtle. Students whose parents could send them to college or other advanced training may have been sent to private schools or given family advantages that other students did not receive. The provision of the dual systems, a school system for black students and one for white students, was an explicit method of sorting.

Teaching, ability grouping, and vocational schools were other methods of sorting students. A point which must be raised is that schools may always "sort" students on some basis, but hopefully, it will be on the basis of values, interests and abilities rather than on the basis of social class, race, sex and ethnic group.

It is important to note that although the numbers of students and types of students attending public schools have increased dramatically, the proportions of the sorting system has remained remarkably stable.

Of today's students:

About 25% - achieve at high levels.
About 25% - learn basic skills and may expand their achievements through college and adult education.
About 25-30% - drop out of school.
About 20-25% - graduate but are functionally illiterate.

Perhaps the most amazing fact has been the stability of these student outcomes over a long period of time.

The Reformed Industrial School. After World War II the society underwent dramatic changes once again. The baby boom called for extensive construction and expansion. The Russian Sputnik achievement raised serious questions about the quality of American education. The curriculum was expanded to include greater vocational emphasis, living skills, and a greater emphasis on the relevance of educational programs.

Despite this expansion of the program, little attention was given to any basic change or restructuring of the school organization or the practices of the school.

Although it is possible to identify stages of development in American schools, the overwhelming conclusion to be made is that they have remained remarkably stable and resisted change over time. Today's school remains, in large part, the industrial school which was designed for a different age and a different set of circumstances. The schools' characteristics were functional

for the conditions of an industrial society but they do not meet the needs of our evolving Information Society. More educational reform to fix up schools to do better what we've done in the past will not be sufficient to meet the needs of our society. What is needed is total rethinking and restructuring of schools in ways that meet the changed conditions of families, communities and society.

Restructuring Schools

Restructuring of schools may begin in a variety of ways, but successful efforts are likely to require an in-depth understanding of organizations and the ways they must be restructured to meet the needs of a transformed society. It is this understanding of an organization that provides us with an understanding of the approaches or tools that are likely to assist the restructuring process.

Nature of the Organization

A beginning point for understanding the direction for restructuring must be a basic understanding of the needs of the society. Carkhuff[2] suggests that three primary assumptions must guide any consideration of work or organizations. These are:

- Human and information capital are the critical sources of economic and organizational productivity and growth in the Age of Information.
- Human processing or creative thinking is the primary ingredient of productivity and organizational success.
- Empowering individuals to think is the single most significant source of organizational growth in the Age of Information.

The needs of the larger society must shape the directions for restructuring schools. If the ability to process and use information is the strategic resource of the society, it means that schools must provide programs and activities which can develop these skills in students.

A formulation of organizations that many have found helpful has been provided by John Jones. Jones' delineation of organizational systems or components gives us a basis of planning restructuring efforts. The components or systems of an organization are provided below.

Jones[3] begins with the assertion that the heart of any organization is the values that are represented in the organization. Selznick[4] has expanded on this by commenting that an "effective leader is an expert in the promotion and protection of values." If an organization is to be restructured, there must be some modification of the values of the organization.

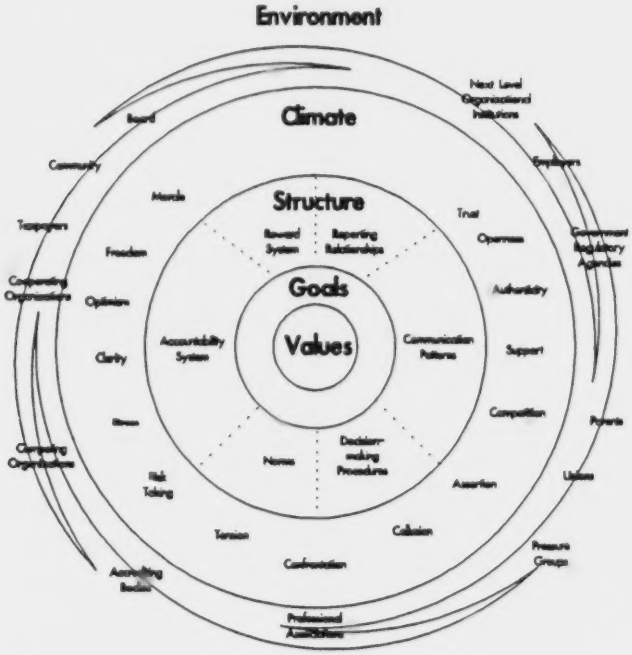
When the values of the organization have been identified, it is possible to formulate goals which are compatible with the values or mission of the organization. If the values of the organization have been delineated to "match" the changed conditions of the community, the potential of organizational success is increased. We often find, however, that a restructuring or futuristic mission and values may be identified, but the organization is not able to identify goals that are compatible with the desired change.

Jones emphasizes the importance of the structures of the organization. Developing a new sense of direction is not likely to be successful unless there is an effort to change organizational structures. The importance of these structures is highlighted when we consider many change efforts. We may engage team building or trust building activities designed to improve organizational effectiveness. While progress may seem to result from such activities, the progress is likely to be diminished or extinguished when people return to the organization. If the basic structures are not addressed, it is unlikely that any change will be lasting.

Restructuring Education, continued

The fourth circle is considered the climate variables which are the direct result of organizational structures. Climate is unlikely to be changed by anything other than changes in the organizational values, goals and structures.

Lastly, every organization exists within the context of an external environment. This environment provides the pressures to which the organization must respond. When an organization fails to respond to this larger environment, it is likely to have fundamental problems of survival over the long run. The term "close to the customer" refers to the organization's sensitivity and response to this external environment. Schools must remain close to the customer and respond to the primary needs of the community.



Organizational System

Although the Jones' formulation provides us with delineation of organizational systems, it does not give us a sense of how organizations are changing.

The Changing Organization

When we examine the pressures on schools which shape educational change, we can identify at least three major sets of forces. These include the economic forces which determine what we should be teaching; the demographic changes which determine who the schools will serve; and organizational changes which determine how students will be changed.

Restructuring Education, continued

The organizational changes represent basic shifts in the nature of work and the changing work environment. Hallett[5] has captured some of the basic changes in our work environment. He suggests that the shifts include the following:

	Traditional Organization	New Organization
External Realities	Mass market economy Economies of scale Producer driven Capital intensive	Fragmented economy Appropriate scale Consumer driven Information intensive
Basic Goal: Through... With... By rewarding... To achieve... Requiring... Leadership...	Wealth Power and control Rational analysis Discipline, conformity to standards Maximum output Hardwork, personal detachment Credentials, rank position	Meaning Knowledge Experience Diversity, ingenuity, individuality Quality performance Innovative thought, personal involvement Vision, performance, commitment

Source: Hallett, J. L. (1987). Worklife Visions: Redefining Work for the Information Economy. Alexandria: American Society for Personnel Administration.

The elements of the changing work environment can easily be applied to schools. Schools must move away from their bureaucratic orientations and begin to transform the outcomes and develop organizations which empower and increase the productivity of staff as well as students.

Changing Values

The basic shift within education must be the shift from the teaching of facts to the development of information processing and thinking skills. The basic function of all schools must be to provide them with the skills of thinking and information processing. Other value shifts in the roles of schools include the following:

Values Shifts for Schools

From:	To:
Passive learning	Active/applied learning
Schooling	Learning
Accreditation of seat time	Performance-based outcomes
Schooling as a preparation for adult roles	Continuing education
Limited goals/achievement	No limits to learning
Sorting	Equal outcomes for all groups
Picking winners	Developing winners
Measures of factual recall	Assessment of life application skills

Restructuring Education, continued

These and other values shifts must be the beginning point for restructuring schools. Unless there is a commitment to values changes, it is unlikely that significant, relevant change will be achieved.

Changing Organizational Structures

The purposes of an organization, its past traditions, goals and the characteristics of the members of the organization determine the structure that is most appropriate for accomplishing its goals. There are, however, a number of general trends which are the result of changes in the larger society and people's attitudes. These trends will be discussed in terms of the six structural elements of organizations identified by Jones.

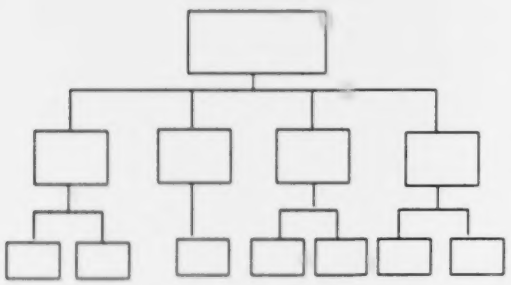
Reporting Relationships

The basic premise of the industrial organization was that organizations must be organized into units headed by supervisors with an appropriate span of control. It was believed that more than one person was needed to supervise persons to make sure they were working at reasonable levels of effort.

Over time, the nature of work has changed from physical work to intellectual work and it has become more autonomous. Workers are not as dependent on the work of others before they can complete their own work. There is also the impact of information technology to be considered. Information technologies are now available to document a person's work.

The shift in the nature of work has also made possible movement to a smaller organizational unit and the decentralization of the organization. Hallett illustrates the shift in reporting relationships in the following way. In the industrial age organization the organizational structure was the traditional organizational chart such as the one provided below.

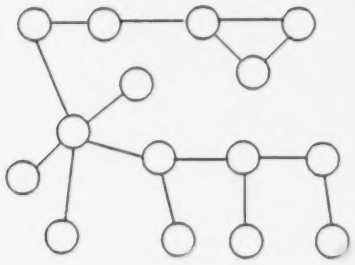
Industrial Age Organization Chart



Restructuring Education, continued

The industrial age organizational model is a visible representation of the organizational hierarchy. It defines career paths and suggests the status of the individual and their position in the organization. This hierarchy may have been functional for some purposes. Today's organization, however, is much different. Hallett views the Information Age organizational chart in the following way.

Information Age
Organizational Chart



This organization could best be described as a network of information and relationships. The key to this organization is that it requires a continuous flow of information in a non-hierarchical fashion. It is the access to information and knowledge to all employees that requires a new set of reporting relationships.

The shifts in reporting relationships that flow from the change in organizational structure include:

Reporting Relationships Shifts

Organizational Element	Industrial Age	Information Age
Authority	Based on position	Based on knowledge
Role	Defined by structures, functions and boundaries	Fluid, dynamic, always changing with its environment
Structure	Rigid structure	Changeable structures
Relationship to environment	Detached from environment	Organization is part of environment with a responsibility to general community
Employee contributions	Defined by job	Defined by knowledge, skills, and growth capacity

When reporting relationships begin to change, it should be noted that employees not only have more freedom, but also much more responsibility. Similarly, the employee must provide the thinking and the initiative essential for achieving the organization's goals.

Restructuring Education, continued

Communications Patterns

Communications among employees has long been identified as positive conditions in an organization. In any organization, today, positive communications are essential to making an organization work. The Industrial Age organization realized that information was a source of power and it was not shared beyond specific levels of the organizational hierarchy. The Information Age organization recognizes both the importance of information and the need to share it throughout the organization as a precondition of its application.

Some of the shifts we see in the use of information suggested by Hallett include the following.

Communications Shifts

Organizational Element	Industrial Age	Information Age
Flow of information	Tightly controlled by management	Widely, openly shared
Structure of communications	Loosely structured, unrelated	Related to organizational mission and goals
Direction of communications	Communication is one-way, top to bottom	Communication is open, multi-directional
Use of information	Actions occur as pressures are felt	Actions occur as a result of information processing
Use of feedback	Feedback inconsistent	Change results from positive and negative feedback
Information outcomes	Communications seen as desirable sense of employee involvement	Communications seen as essential to organizational work.

Given the shifting importance of communications as the means for achieving organizational goals, it follows that managers and employees both must have high levels of interpersonal skills. They must be emotionally secure and independent enough to engage in collaborative work. They must be able to facilitate others' interpersonal skills and relate interpersonally. In a sense, the manager must work through a commitment of employees to the organization and its mission. If the mission and goals are not articulated, it is unlikely that employees will be motivated at high levels.

Decision-Making Procedures

An essential element of organizational restructuring is the inclusion of participative or inclusive decision making into the organization. If employees are to assume greater responsibility and initiative for their work, it is essential that they have significant amounts of input into the decision-making process.

The current emphasis on site based management must be joined with site based decision making. A single approach of either strategy is not likely to succeed.

Rosabeth Kanter[6] has suggested that the major organizational trends, especially those described as entrepreneurship principles are 1) downsize, 2) decentralize, 3) participate and 4) innovate. The essential thing to understand is that the four conditions must go together. Simply decentralizing without providing for participation or rewarding innovation is unlikely to produce significant new results.

Shifts in decision-making procedures that may be identified include the following.

Decision-Making Shifts

Organizational Element	Industrial Age	Information Age
Location	Decision making located close to the top	Decision making located close to the action
Criteria	Emphasis on safe decision, on power and authority	Emphasis on risk taking, on information and performance
Focus	Problems, error prevention	Opportunities, learn from errors
Style	Non-inclusive	Inclusive, merged ideas

The new style of leadership was described by Carkhuff[7] as the old style of Get-Go. In this instance the employee was to get their orders and go do it. The new style is Give-Get-Merge and Go. The leader gives their ideas, gets the ideas of others, merges them and the group goes to do it together. This inclusiveness in decision making is an essential element of the new organization.

Organizational Norms

The norms or values of an organization are the rules for behavior or the ways we do things. These provide the guidelines for relationships and the day-to-day operations of the organization. Some of the organizational norms shifts are provided below.

Organizational Norms Shifts

Organizational Element	Industrial Age	Information Age
Organizational Form	Bureaucracy	Connected networks
Individual's world view	Organization as source of security and esteem	Organization as a toll for personal contributions
Size	Bigger is better	Small is beautiful
Responsibilities	Specialized	Generalized
Individual worth	Organizational status	Ability to use information and be productive
Focus	Inner Organizational	Customer focus
Status	Defined by parking, dining, other perks	Equalized perks
Style	Competitive internally and externally	Goal oriented, caring and collaborative
Tolerance	Low tolerance for ambiguity	Accepts ambiguity, change, uncertainty

Although these organizational norms suggest general directions for organizations, every organization must evaluate them in terms of the culture, mission and goals of their organization.

Restructuring Education, continued

Organizational Accountability

Accountability is the degree to which organizations, subunits and individuals are held responsible for their activities and actions. At the organizational level, organizations must be accountable for the products they develop, for ethical behaviors within the community and their behaviors toward employees.

Organizational sub-units must also be accountable to the larger organization and to other units who are dependent on their services. Lastly, individuals must be accountable to others. Perhaps the most significant change in accountability is the use of punishment and coercion to ensure accountability to the assignment of individual responsibility for production.

Some of the other organizational trends related to accountability include the following.

Organizational Accountability Trends

Organizational Element	Industrial Age	Information Age
Structure	Accountability through formal rules, roles and procedures	Accountability through mutual learning, purpose, communication of purpose and vision
Outcomes	Completion of assigned tasks	Ability to move beyond assigned tasks
Form	Yearly evaluation	Continuous learning and feedback
Focus	Internal operations	Community/customer service and productivity

Accountability is only possible when employees understand the mission and values of the organization. It is in the establishment of an organizational culture that operationalizes the mission and values that accountability may be assessed. Accountability must be an element of the overall philosophy and operations of an organization.

Organizational Rewards

A fundamental management principal is that our behaviors and the behaviors within the organization cannot be changed without some form of differential reinforcement. If all employees receive the same rewards regardless of performance, change will be difficult. Some jump to the conclusion that financial rewards are the only form of reinforcement. This is not the case. Employees who are working at high levels of personal motivation are more likely to respond to recognition, opportunities for autonomy, special assignments, personal projects, etc. Financial incentives are of value to some workers but they should not be considered the only method of providing employee reinforcement.

Organizational trends regarding reward systems suggest a movement from fiscal to other benefits and from individual to group. A summary of these trends is provided in the table below.

Organizational Rewards Trends

Organizational Element	Industrial Age	Information Age
Type of reward	Fiscal	Autonomy, special assignments, benefits
Basis of reward	Longevity	Performance
Focus of reward	Individual	Group, team
Timing of reward	Yearly reinforcement	Performance milestones
Eligibility for reward	Employees with preexisting skills	Employees who have developed new skills and value to the organization

A key element in organizational rewards is that persons would not simply be placed on a scheduled reinforcement plan where they automatically receive a reward regardless of performance. Rather, performance should be a major criteria in the assignment of rewards. In the field of teaching, incentives for high performance teachers have seldom been effective. Current experiments with incentive plans begin with the assumption that an excellent school may only be achieved with the majority of employees are working at high levels of performance. Thus, incentives are provided for overall building improvement.

Policy Implications

The materials above have outlined various areas which should be considered and included in the restructuring of organizations. A primary difficulty in implementing this restructuring is our impotence and our search or the "quick fix." A large number of decision makers and administrators are not searching for direction or a process for restructuring and change; rather, they are seeking some temporary relief from the pain or pressures they are experiencing. They tend to look for fads that will provide an immediate solution to their problems. Organizational change is a developmental, complex process — one that is not likely to be successful to partial or quick fix approaches.

McGill[8] states that the basic attitudes of administrators may not be conducive to significant change efforts:

"If anything, there is an antiscience, anti-intellectual sentiment among managers today. In part, this is because the very process of science—the deliberate (slow) search for specific (not universal) alternatives (not solutions) to be administered by experts (not managers) in complex (not simple) situations—flies in the face of what managers want."

The restructuring of schools is the critical task for the next five years. We have tools for organizational restructuring and change. These are as varied as values analysis, trends analysis, strategic planning, strategic management, change management, issues management, community partnerships, learning communities and many others. None of these tools can be used successfully if there isn't a conscious effort to deal with the complexity of change. What schools must become are learning organizations that can learn from experience.

Similarly, administrators must become learning managers that are open to experimentation and change.

Any effort to restructure schools should begin with the following questions.[8]

- How can I adapt various ideas to our culture and the directions for change?
- What organizational elements need to be considered (and changed) if the overall restructuring

is to be successful?

- Are we really committed to staying with the change effort long enough to make it work?

Only when decision makers and managers answer these questions are they able to move ahead with the restructuring of schools.

Guidelines for Restructuring

Perhaps the most difficult issue for educators to face is the scope of the task of restructuring. Restructuring is not an event which will be completed over a short period of time; rather, it is a long term process which will require years of effort.

Restructuring, however, is a bit like planning our college education or a lifetime career. We must work to gain an early sense of vision and direction but remember that learning is the essence of change.

Some of the guidelines which should be remembered are:

- Begin with the development of a vision of a preferred future, one that would better meet the needs of students and community.
- Find ways of breaking the change steps down into achievable "wins."
- Begin and maintain change efforts with a positive communications program.
- Develop "cheerleaders" and enthusiastic supporters for change efforts.
- Make sure that staff are provided with knowledge and skills for implementing the change.
- Find ways to monitor change efforts and make necessary adjustments before they become overwhelming problems.
- Celebrate progress and reinforce people for their efforts on behalf of restructuring.

The point has been made several times that change requires continuing effort and that meaningful change is not likely to result from "quick fix" efforts. It would be unfair, however, not to point out the satisfactions that can come from being part of organizational change and transformation. One of the most satisfying things that people can experience is knowing that they left their organization(s) or their part of the world in better shape then they found it. It is our vision of what might be and the satisfactions from moving toward that that give us motivation and inspiration for the next levels of change.

End Notes

1. Robert N. Bellah, Richard Madsen, William M. Sullivan, Ann Swidler, and Steven M. Tipton. Habits of the Heart. Berkeley, CA: University of California Press, Ltd., 1985.
2. Robert R. Carkhuff. The Age of the New Capitalism. Amherst: Human Resource Development Press, 1988.
3. John Jones as outlined in Brian Hall, The Genesis Effect: Personal and Organizational Transformations. Mahwah, NJ: Paulist Press, 1986, p. 194.
4. Phillip Selznick as quoted in Michael E. McGill, American Business and the Quick Fix. New York: Henry Holt and Company, 1988, p. 101.
5. Jeffrey J. Hallett. Worklife Visions: Redefining Work For the Information Economy. Alexandria, VA: American Society for Personnel Administration, 1987, p. 123. Much of the following sections of the paper have been adapted from or extended from Hallett's work.
6. Rosabeth Kanter as quoted in Michael E. McGill, American Business and the Quick Fix. New York: Henry Holt and Company, 1988, p. 58.
7. Robert R. Carkhuff. Presentation to Educational Leaders Group. October 1987.
8. Michael E. McGill, American Business and the Quick Fix. New York: Henry Holt and Company, 1988, p. 31.

We cannot make schools designed for the 1880s and revised for the 1950s work to solve the problems of children for the 1990s.[2]

---

[2]Mid-Continent Regional Educational Laboratory. (1988-1989, Winter, & 1989, Spring). Restructuring Education: Community and Organizational Change. Policy Notes, 3(2 & 3).

If we are to understand the problems, we must examine the very purpose of education and its relationship to the family and the community. Only when we understand the transformations of families and communities can we understand the need for a significant restructuring of America's schools. This restructuring must be carried out with an understanding of societal needs, organizational functions and the directions for change.[3]

---

[3] Mid-Continent Regional Educational Laboratory. (1988-1989, Winter, & 1989, Spring). Restructuring Education: Community and Organizational Change. Policy Notes, 3(2 & 3).

Nature of the Organization

A beginning point for understanding the direction for restructuring must be a basic understanding of the needs of the society. Carkhuff suggests that three primary assumptions must guide any consideration of work or organizations. These are:

- **Human and information capital are the critical sources of economic and organizational productivity and growth in the Age of Information.**
- **Human processing or creative thinking is the primary ingredient of productivity and organizational success.**
- **Empowering individuals to think is the single most significant source of organizational growth in the Age of Information.**

The needs of the larger society must shape the directions for restructuring schools. If the ability to process and use information is the strategic resource of the society, it means that schools must provide programs and activities which can develop these skills in students.[4]

---

[4] Mid-Continent Regional Educational Laboratory. (1988-1989, Winter, & 1989, Spring). Restructuring Education: Community and Organizational Change. Policy Notes, 3(2 & 3).

The Changing Organization

When we examine the pressures on schools which shape educational change, we can identify at least three major sets of forces.

- **economic forces which determine what we should be teaching**
- **demographic forces which determine who the schools will serve**
- **organizational forces which determine how students will be educated.[5]**

---

[5] Mid-Continent Regional Educational Laboratory. (1988-1989, Winter, & 1989, Spring). Restructuring Education: Community and Organizational Change. Policy Notes, 3(2 & 3).

Basic Changes in our Work Environment[6]

	Traditional Organization	New Organization
External Realities	Mass market economy Economies of scale Producer driven Capital intensive	Fragmented economy Appropriate scale Consumer driven Information intensive
Basic Goal: Through... With... By rewarding... To achieve... Requiring... Leadership...	Wealth Power and control Rational analysis Discipline, conformity to standards Maximum output Hard work, personal detachment Credentials, rank, position	Meaning Knowledge Experience Diversity, ingenuity, individuality Quality performance Innovative thought, personal involvement Vision, performance, commitment

[6] Mid-Continent Regional Educational Laboratory. (1988-1989, Winter, & 1989, Spring). Restructuring Education: Community and Organizational Change. Policy Notes, 3(2 & 3).

Changing Values[7]

The basic shift within education must be the shift from the teaching of facts to the development of information processing and thinking skills. The basic function of all schools must be to provide students with the skills of thinking and information processing.

Values Shifts for Schools

From:	To:
Passive learning	Active/applied learning
Schooling	Learning
Accreditation of seat time	Performance-based outcomes
School to prepare for adult roles	Continuing education
Limited goals/achievements	No limits to learning
Sorting	Equal outcomes for all groups
Picking winners	Developing winners
Measures of factual recall	Assess. of life application skills

These and other values shifts must be the beginning point for restructuring schools. Unless there is a commitment to values changes, it is unlikely that significant, relevant change will be achieved.

---

[7]Mid-Continent Regional Educational Laboratory. (1988-1989, Winter, & 1989, Spring). Restructuring Education: Community and Organizational Change. Policy Notes, 3(2 & 3).

Guidelines for Restructuring[8]

Perhaps the most difficult issue for educators to face is the scope of the task of restructuring. Restructuring is not an event which will be completed over a short period of time; rather it is a long-term process which will require years of effort.

Restructuring, however, is a bit like planning our college education or a lifetime career. We must work to gain an early sense of vision and direction but remember that learning is the essence of change.

Some of the guidelines which should be remembered are:

- **Begin with the development of a vision of a preferred future, one that would better meet the needs of students and community.**
- **Find ways of breaking the change steps down into achievable "wins."**
- **Begin and maintain change efforts with a positive communications program.**
- **Develop "cheerleaders" and enthusiastic supporters for change efforts.**
- **Make sure that staff are provided with knowledge and skills for implementing the change.**
- **Find ways to monitor change efforts and make necessary adjustments before they become overwhelming problems.**
- **Celebrate progress and reinforce people for their efforts on behalf of restructuring.**

---

[8]Mid-Continent Regional Educational Laboratory. (1988-1989, Winter, & 1989, Spring). Restructuring Education: Community and Organizational Change. Policy Notes, 3(2 & 3).

Six Steps to Change a System[9]

1. **Create an awareness of the need to change.**

2. **What is the purpose of elementary and secondary education? Identify the adult roles for which students need to prepare.**

3. **What skills do students need to be successful in these roles?**

4. **Define the negotiables and the non-negotiables in the system.**

5. **Do a discrepancy analysis.**

6. **Implement.**

---

[9]Daggett, W. (1991, May 21). Colorado Community College and Occupational Education System Presentation, Denver, Colorado.

ASSESSING PROFESSIONAL RENEWAL NEEDS

Perennial Problem

How can comprehensive school counseling and guidance programs contribute to the delivery of the basic skills?

Practical Problem

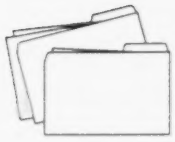
What should be done about keeping school counselors professionally current within the changing structure of public education?

Justification for Lesson

Changes resulting in school restructuring are expected to occur at a rapid pace. As a result of these changes, school counselors will play an increasingly important role in helping students learn how to plan their coursework in a way that ensures their acquisition of the basic skills. School counselors need to accept responsibility for their own professional development and renewal if they are to fulfill the requirements of their expanded role. This lesson will help counselors commit to professional renewal.

Learner Outcome

The learner will be able to assess his or her professional renewal needs, and adopt behaviors required to function effectively in a comprehensive counseling and guidance program.



Instructor Resources

- Staying Current in Changing Times: Hackney (handout)
- Staying Current in Changing Times: Walz (handout)
- Staying Current in Changing Times (transparency)
- "Are You a PRQ Counselor?" Survey (handout)
- Interpretation of "Are You a PRQ Counselor?" (handout)

Teaching-Learning Interaction

The instructor should preassign the handouts titled Staying Current in Changing Times by Hackney and Walz.

The instructor should begin the lesson by discussing the handouts by Hackney and Walz, referring to items on the transparency titled Staying Current in Changing Times and answering questions from students.

The instructor should then ask each learner to write the names of three professionals they respect for their leadership ability and their enthusiasm for what they do. Next to each name, the learner should list behaviors the professionals exhibit that cause them to be perceived as leaders and/or renewed professionals who want to continually learn and improve themselves. For example, Tom Smith — attends AACD convention each year, subscribes to 4-6 journals, receives numerous newsletters, belongs to NCDA SIG, member of ASCA Government Relations Committee, is in men's support group.

The learners should then share their lists and, in small groups, discuss the behaviors they have listed.

Next, the instructor should ask the learners to independently complete the handout titled "Are You a PRQ Counselor?" Survey. Referring to the handout titled Interpretation of "Are You a PRQ Counselor?" the instructor should have the learners score their surveys. The instructor should then use the Interpretation handout to explain the rationale for each survey question.

Teaching-Learning Interaction, continued

The instructor should ask the learners to form groups of three, with each student preparing an answer to the question, "From the survey, what new ideas seem most helpful in terms of keeping you up to date as a school counselor?"

Debriefing Strategies

The instructor should give the learners the following assignment:

In light of the insight gained from the PRQ Counselor survey, for the next class, prepare a written response to the question: "What five specific behaviors can I adopt to help me remain a professionally renewing school counselor within a comprehensive counseling and guidance program?" Your answers will be collected and/or discussed during the next class session.

Possible Resources

- Baker, S. (1992). School counseling for the twenty-first century. New York: Merrill Publishing Company.
- Coy, D., Cole, C., Huey, C., & Sears, S. (Eds.) (1991). Toward the Transformation of Secondary School Counseling. Ann Arbor, MI: ERIC Counseling and Personal Service Clearinghouse.
- Hackney, H. (1990). Counselor preparation for future needs. In Hackney, H. (Ed.), Changing context for preparation in the 1990's. Alexandria, VA: American Association for Counseling and Development. (pp.77-93).
- Thompson, R. (1992). School counseling renewal: Strategies for the twenty-first century. Muncie, IN: Accelerated Development, Inc.

Possible Resources, continued

- Walz, Garry R. (1991). CounselorQuest. Ann Arbor, MI: ERIC Counseling and Personnel Services Clearinghouse, School of Education, The University of Michigan.

- Walz, G., Gazda, G., & Shertzer, B. (1991). Counseling futures. Ann Arbor, MI: ERIC Counseling and Personnel Services Clearinghouse, School of Education, The University of Michigan.

Individualized Learning Plan

If a learner is studying this content in an individualized program, he or she should be given the entire lesson. The learner should read all materials and complete all assignments and activities. Written responses in the form of a paper can be used to verify completion of the lesson. Note: As part of this learning experience, the learner should be asked to identify a counselor in the schools with whom to discuss the questions and issues of each lesson.

INSTRUCTOR RESOURCES

LESSON: ASSESSING PROFESSIONAL RENEWAL NEEDS

Staying Current In Changing Times

Dick Hackney, Ph.D.

Dick Hackney, 1991 ACES President, made a presentation at a recent Association of Counselor Education and Supervision (ACES) meeting. His paper was entitled: "A Kick in the Curriculum." Hackney made the following points abut how important it is for counselors to stay current in these rapidly changing times:

1. **Need for Pre-Service Clinical Supervisory Skills and Training**. In a recently published 1989 ACES monogram, the Association found that clinical skills training was undertaken mostly by Ph.D. candidates. Most disturbing, Bernard in her research found that approximately 70% of training supervisors held only an M.A. or a 6 year certificate. Spooner and Stone, Purdue University, found that the durability of new entry counselors' skills regressed after only 1 year of service. Maintenance of counselors' skills, then, is crucial for enhancing the process and outcomes of counseling. Hackney recommends implementation of a peer supervision model designed to support, nurture, and enhance the delivery of counseling services.
2. **Replacement of Existing Guidance and Counseling Programs with an Organized and Competency Based Guidance and Counseling Program.** The emphasis on "Guidance for All" has changed the counselors' role and function. Counselors' roles needs to be reconceptualized because:
   a. Current present practices have school administrators assigning many non-guidance tasks that interfere with the delivery of counseling and guidance services.
   b. Existing practices have the counselors offering **individual** counseling services designed to help **some** clients adjust and adapt to their environments.
   c. Both the shrinkage and diffusion of the counselors' role threatens the existence of current guidance programs. Therefore,
   d. Reconceptualize the counselors' role to provide **developmental guidance for all**.

   It is not enough to offer counselors training in a new developmental model and let them go out into the work world with cautions and caveats of how tough it will be for them to use their skills. They will then be forced either to compromise their values or tone down their commitment. New counselor candidates need additional training in human-ecology systems, fundamentals of change in the systems, and strategies for overcoming resistance.
3. **ACES' Responsibility for Monitoring Transitions and Adjustment of Counselor Graduates**. Counselors need a well thought-out curriculum that is packaged and delivered so that they can remain current. The AACD Home Study Program published in the *Guidepost* is a good example.
4. **Continual Evaluation of Counselor Training Programs.** The larger issues of counseling are shaped by society's context. Cultural, economic, values, political, and ethical considerations impact on current counseling's existence and practices. In a period of rapid change, periodic training adjustments will fall short. To be attentive to the requirements of a society in crisis, counselors must be proactive in monitoring these changes and stay current and involved. The profession must establish a feedback communications loop with consumers to assess and evaluate the impact of the guidance services provided. Counselors' mission will be to stay current in a changing time. To meet this goal, counselors will need a vision, new thinking, different methods, and a firm commitment to stay current.

Staying Current In Changing Times

Garry Walz, Ph.D.

Major Needs of Counselor Education

Counselors' Needs to be Facilitator of "Life-Long Learning" of Society. They need more than two years of preparation. The M.A. degree does not fully prepare counselors to function for the rest of their lives. Entry level preparation provides them with the basic credentials. Within a year counselor training erodes. The professional counselor educator must help with counselor efforts to stay current in a changing society.

Professional Renewal Demands a Sense of Inquiry and Curiosity. Counselors need to acquire a taste for the thrill of database searching. Positive uncertainty about an issue can motivate counselors to become more familiar with issues. Answers to a particular concern or problem discovered through a database search provide empowerment. By using their research skills and practical interventions counselors can help clients manage the stress and problems of daily living.

Dealing with Renewal Needs of Currently Practicing Counselors

A Current Number of Practicing Counselors. There are 10 times more currently practicing counselors than those in counselor preparation programs. For too long a time, ACES has looked to others to take care of counselors' renewal needs. ACES must take the responsibility in updating counselor education training programs.

Number of Guidance Programs Committed to the Mediocrity of the Status Quo. If after a 15 year absence, a counselor educator returns to a former position and finds the guidance staff doing the same thing over and over again, and proud of it, then there is reason to be chagrined and dismayed. Counseling must be committed to change. While there is no easy quick fix method to update skills with a professional steroid workshop of 3 to 5 days, there does exist a real need for a systematic comprehensive plan for the renewal of counselors skills and training. Such a plan would require:

1. Regular updating of knowledge in a given field, (e.g. career development), using the database of ERIC/CAPS in a particular interest area. A 15 minute a day commitment approach to database searching can provide counselors with helpful information that provides them and their counselees with mutual rewards and benefits.
2. By conducting inquiry searches on particular practices or issues such as minority or women's issues, counselors can become informed and knowledgeable about strategies and interventions. It is not enough to walk down the hall and consult with a colleague. That way is easy, nice, and pleasant, but it also limits the range and depth of knowledge to be mastered, acquired, and imparted.
3. Use of current published materials to remain current. The CounselorQuest, a booklet drawn from the 8 different ERIC/CAPS Clearinghouses, contains 167 digests of articles that provide useful information on new areas of interest and concern.

Counselors as Practicing Futurists

There is a long standing belief that counseling is interested in today, but also in what the future will bring. By projecting images of a preferred future, counselors can help clients get to where they want to be in five or ten years time. Studying the knowable future helps

Staying Current in Changing Times, continued

provide energy and motivation to focus on the direction and resources needed to achieve clearly defined goals. While counselors can not predict the exact future, still the vision, plan, and commitment to action will help clients get unstuck and take advantage of the opportunities for change and improvement.

CHI SIGMA IOTA, a Counselor Honor Society Organization, recently sponsored a symposium that discussed the future of counseling. Garry Walz, George Gazda, and Bruce Shertzer all contributed to a monogram entitled: *Counseling Futures*. In this booklet there are 12 future focused generalizations that counselors need to become aware of in their counseling efforts. It is an important development within counseling that the profession should be responsive to changes taking place in our society. "To be forewarned is to be forearmed!"

The notion of futurism has to be correctly understood. If there is one change the profession needs to make it is to debunk the myth: "Don't fix something that isn't broke!" As a profession, counselors need to be proactive in challenging the **status quo**. One of the reasons why the Japanese car industry is outperforming the American automobile industry is the Japanese commitment to continuous improvement. Just because a counseling program is okay, does not mean that it cannot also be improved. The challenge confronting the ACES organization is to be proactive and take responsibility for constantly improving and upgrading counselor education training programs. Also, members of the counseling profession need to renew their knowledge and skills on a regular basis and in an organized, comprehensive model of life-long learning.

Conclusion

This presentation does not provide any answers. Rather, it has been designed to stimulate thinking and create visions of the "preferred future" training programs needed to help counselor trainees stay current in a changing society. By being proactive, counselors can create their preferred futures. After all, ***Believing is seeing!***

Counselors need to:

1. Spend more time working with small and large groups of clients.
2. View themselves as team members, and actively build a "team" concept in the schools and community.
3. Devote greater priority to gaining knowledge of the environment and sociological circumstances of clients. (Training Institutions' Responsibility)
4. Reorient counselor trainees toward cultural plurality.
5. Become informed and aware of the characteristics and unique needs of the culturally diverse, as well as those economically & culturally deprived.
6. Achieve greater community involvement through preparation or sabbaticals.
7. Acquire training in negotiation skills with school-community power groups.
8. Obtain practice and training in systems theory and intervention strategies.

Staying Current in Changing Times

1. What is the relationship between the changes taking place in the public schools and the need for counselors to stay current?

2. Dr. Hackney suggests that the most neglected aspect of school counseling practice is the maintenance of counseling skills. How can counselors keep their skills sharp once they become school counselors?

3. What is meant by the following statement? — "counselors need to learn the fundamentals of systemic change and the strategies for intervention into systems whose resistance is a function of their dysfunction." (Hackney)

4. Why might a counselor not leave a counselor education program with what Dr. Walz calls "a spirit of professional renewal?"

5. Walz suggests that there is a difference between "commitment to not fixing things but always looking for ways to improve them." How does this relate to your professional development?

"Are You a PRQ Counselor?" Survey[1]

This inventory is designed to help you examine your PRQ — Professionally Renewing Quotient. Answer "Like me" or "Unlike me" to each item. Record the first answer that comes to your mind — don't spend time studying the question. No matter what your "score," it can be helpful to you as you acquire behaviors necessary to function effectively in a comprehensive counseling and guidance program.

Like Me	Unlike Me	
		1. Knowledgeable colleagues are my most frequent source of new information and ideas.
		2. I undertake national database searches (e.g., ERIC) several times a year.
		3. My professional reading is focused on a few key journals in my specialty.
		4. My reading is organized around topics or descriptors which I have identified as important to me.
		5. I find talking with a knowledgeable person about a topic more helpful than reading about it.
		6. I am a member of an informal group that regularly discusses new ideas which have appeared in professional sources.
		7. I find that exchanging articles or papers with colleagues is hardly worth the time it takes.
		8. I usually come back from a conference or workshop with ideas I want to discuss or try out.
		9. I seldom find content sessions at conferences and conventions worthwhile.
		10. I have a set of beliefs about what the future of school counseling and guidance should be.

[1]Adapted from the work of Garry Walz, The University of Michigan.

Interpretation of "Are You a PRQ Counselor?"

Scoring:

Give yourself one point for each even-numbered "Like me" answer (#2, #4, etc.) and one point for each odd-numbered "Unlike me" answer (#1, #3, etc.).

Interpretation:

The instrument is based on research regarding innovators, early adopters, and movers-and-shakers — people who acquire new ideas and *use* them. See how you came out!

9 - 10 Exceptional! You can make change happen!

7 - 8 You're no slouch!

5 - 6 You can be a contributor.

3 - 4 A bit shaky.

1 - 2 Oops, you've got some work to do!

Your score is not as important as what you do with it. Review the item rationale for the key, and use it to reinforce what you are already doing or to examine whether and how you seek and use new information.

Item Rationale:

1. Unlike me — Knowledgeable colleagues are good people to know, but don't depend on them so much — it takes time, and it limits the breadth of your information.

2. Like me — If you are really interested in locating new information, you need to do database searching. It is both more efficient and more effective than any other method.

3. Unlike me — Focusing on a "few key journals" will keep you a specialist but do little to expand your vision and excite you with new ideas.

4. Like me — If you select your topics broadly (i.e., avoid a narrow professional specialty), you will avoid a haphazard or *laissez faire* approach to gaining new information. Be broad in what you search for, but be focused, too.

5. Unlike me — Most of us find talking with a knowledgeable person helpful, but if it is your most helpful approach, you may lack good information searching skills.

Interpretation, continued

6. Like me — Discussing new ideas with a group of colleagues is an excellent way to make new ideas *your* ideas and to get motivated to use them.

7. Unlike me — Sorry, but exchanging challenging and interesting articles is an excellent way to get fired up and to fire off.

8. Like me — Hearing about new ideas is only part of what you need; going over them with others builds understanding and motivation to use them.

9. Unlike me — "Renewing people" profit from content sessions whether they are well presented or not. Anyone can get turned on to an inspiring session; the renewing person gets going when the session dies down.

10. Like me — Reflecting on what the future of school counseling and guidance should be leads to goals that can stimulate your thinking and acting.

By reviewing your responses to the renewal inventory, you can gain further insight into your information-seeking and using behaviors. Remember, information is power, and the more skillful you are in acquiring and using information to improve comprehensive counseling and guidance programs, the greater the probability you will feel renewed and knowledgeable about the best counseling programs and practices.

IDENTIFYING BEST PRACTICES

Perennial Problem

How can comprehensive school counseling and guidance programs contribute to the delivery of the basic skills?

Practical Problem

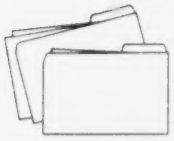
What should be done about keeping school counselors professionally current within the changing structure of public education?

Justification for Lesson

Comprehensive counseling and guidance programs featuring the best information about programs and practices can assist all students in acquiring the basic skills. Counselors are called on to explain most issues regarding the growth and development of students. They are also expected to know about the latest in curriculum options. Therefore, it is imperative that they be able to identify and analyze best practices so they can improve counseling and guidance programs and plan their own professional renewal.

Learner Outcome

The learner will identify and analyze the best counseling programs and practices and use their findings to improve counseling and guidance programs.



Instructor Resources

- In Garry R. Walz. (1991). CounselorQuest: Concise analyses of critical counseling topics. Ann Arbor, MI: ERIC Counseling and Personnel Services Clearinghouse, School of Education, The University of Michigan:

  Handouts:
  - Gerler, E. R., Jr. "The changing world of the elementary school counselor." (p. 21). EDO-CG-90-3.
  - Gerler, E. R., Jr. "The challenge of counseling in middle schools." (p. 19). EDO-CG-90-4.
  - Sears, S. J., & Coy, D. R. "The scope of practice of the secondary school counselor." (p. 143). EDO-CG-90-8.
  - Ellis, T. I. "Guidance — the heart of education: Three exemplary approaches." (p. 70). EDO-CG-90-9.

- Alphabetical Index to ERIC Digests (handout)

- Suggested Educational Level Index to ERIC Digests (transparency)

- Benchmarking (handout and transparency)

- Exemplary Guidance Programs (handout)

Teaching-Learning Interaction

The instructor should preassign the four digests from CounselorQuest: Concise Analyses of Critical Counseling Topics, a book of 167 digests which retrieves current information on a wide range of counseling-relevant topics.

The instructor should ask the learners to highlight key insights, practices and programs which would improve the counseling and guidance program within the specific school system with which they are most familiar (from their school, teaching, or counseling practicum experience).

Teaching-Learning Interaction, continued

The instructor should ask learners to form groups of three, and share their analysis of insights and best programs and practices from the four preassigned readings by explaining how they would improve their specifically selected school system's guidance program.

The instructor should then ask each group to explain the usefulness of the four digests as tools in identifying key insights and promising practices and programs.

Note: The instructor should explain that each digest is a synthesis of an ERIC database search. As learners expand their database search skills, they can arrive at similar high quality information.

The instructor should have the learners review the handout titled Alphabetical Index to ERIC Digests and circle 15 digests that, because of each learner's unique background, might best provide specific insights, programs, and practices needed to improve counseling and guidance programs at the level at which the learner expects to be employed (elementary, middle, or secondary).

The instructor should show the three transparencies titled Suggested Educational Level Index to ERIC Digests (Elementary, Middle School, and Secondary), which lists the most helpful digests by education level (elementary, middle school, and secondary), according to ERIC's analysis.

Note: The goal is not for learners to be concerned with how many of their selections matched those listed under ERIC's grade level categories, but rather for learners to gain experience identifying digests (or searches) which are available at each level.

The instructor should discuss the concept of "Benchmarking," using the transparency and handout titled Benchmarking.

The instructor should distribute the handout titled Exemplary Guidance Programs, and have the learners identify five programs they would like to analyze to gain ideas they could use to improve the counseling and guidance efforts within the specific school system with which they are most familiar (from their school, teaching, or counseling practicum experience). Have pairs of learners evaluate this set of exemplary programs as examples of best programs.

Teaching-Learning Interaction, continued

Note: Each year, exemplary guidance programs are identified by the United States Department of Education. Counselors are encouraged to use this list to continually identify best practices and programs as a renewal technique.

The instructor should ask the learners to brainstorm additional ways school counselors can identify and analyze the best counseling programs and practices.

Note: You are encouraged to offer methods you personally use, which might include attending state and national conferences, reading newsletters and journals, visiting schools, or conducting database searches.

Debriefing Strategies

The instructor should pose the following topics for discussion:

- Speculate on the level of interest, experience, and opportunity current school counselors have in identifying and analyzing best counseling programs and practices.

- Identify barriers and opportunities which new school counselors face in continually identifying and analyzing best programs and practices.

Possible Resources

- Gysbers, N. (1990). Comprehensive guidance programs that work. Ann Arbor, MI: ERIC Counseling and Personnel Services Clearinghouse, School of Education, The University of Michigan.

- Walz, G. R. (1991). CounselorQuest: Concise analyses of critical counseling topics. Ann Arbor, MI: ERIC Counseling and Personnel Services Clearinghouse, School of Education, The University of Michigan.

Individualized Learning Plan

If a learner is studying this content in an individualized program, he or she should be given the entire lesson. The learner should read all materials and complete all assignments and activities. Written responses in the form of a paper can be used to verify completion of the lesson. Note: As part of this learning experience, the learner should be asked to identify a counselor in the schools with whom to discuss the questions and issues of each lesson.

INSTRUCTOR RESOURCES

LESSON: IDENTIFYING BEST PRACTICES

The Changing World of the Elementary School Counselor[1]

Introduction

Elementary school counselors face changing demands as education and society move rapidly toward a new century (Gerler, Ciechalski, & Parker, 1990). Counselors must set clear priorities in the face of changing expectations. This digest summarizes various educational and societal demands that confront elementary counselors and suggests possible roles counselors may select relative to these demands.

A Culturally Diverse World

Our society faces challenges in accepting and benefitting from cultural diversity. Problems emanating from racism exist despite efforts aimed at educational reform. Elementary school counselors must be aware of transmitting their own cultural values to children and of drawing erroneous conclusions about children's emotional and social well-being based on cultural differences. Moreover, because counseling theories and techniques are not always applicable across cultures, counselors must often look to new and creative ways to work effectively in multicultural settings (Pedersen, 1988). Elementary school counselors should advocate for educational programs that include counselors, teachers, parents, and students working together for increased cultural understanding through role playing and other awareness activities.

A World of Changing Families

The so-called traditional family has virtually disappeared in America. Divorce and single-parent homes are a fact of life confronting children. Elementary school counselors must understand the effects of changing family structures and find ways to promote child growth and development within the context of family change. These ways will include divorce groups, training groups for single parents, guidance for latchkey children, and a variety of other important strategies. Elementary school counselors need to develop innovative approaches to help children and parents develop in a healthy fashion in spite of the ambiguity created by divorce and single-parent families. Counselors should assume a proactive stance by collaborating with teachers in developing and implementing family education programs.

A World of Drug Abuse

Students often begin to experiment with drugs in elementary school and early experimentation frequently leads to abuse and addiction in adolescence. Moreover, educators are aware of problems coming from families made dysfunctional by alcoholism and drug addiction. Elementary school counselors must understand the scope and implications of substance abuse and implement drug education programs that are designed to prevent drug abuse and to help children overcome the effects of substance abuse in their families. Elementary school counselors also need to recognize the serious effects of parents' alcoholism on children's development and implement compassionate approaches to helping these young victims receive help whether or not their parents are willing to accept help.

A World of Child Abuse and Neglect

Child abuse and neglect are rampant in

---

[1]Gerler, E.R., Jr. (1991, January 31). The Changing World of the Elementary School Counselor. Ann Arbor, MI: ERIC Clearinghouse on Counseling and Personnel Services, The University of Michigan.

our society. Elementary school counselors can build a positive school environment for youngsters who suffer from abuse and neglect by implementing such programs as parent support groups to prevent physical abuse of children, programs that help identify potential child abusers, and preventive sexual abuse programs. Elementary school counselors cannot work alone in preventing and treating child abuse. They need to develop close working relationships with social services and other community agencies that frequently advocate for victims of abuse and neglect. Counselors also need to work closely with teachers to help them thoroughly understand signs of abuse and to acquaint them with correct referral procedures. The elementary school classroom may be the most stable setting neglected and abused children experience and may provide the empathy and positive regard needed to help children cope with their ordeal. Elementary school counselors must, therefore, become increasingly sensitive to the victims of abuse and to the need for effective counseling programs in this troublesome area.

A World of Exceptional Children

Many children in our schools are labeled exceptional and find it difficult to accept that they are "simply human." These children need to feel accepted and to use their exceptional characteristics in extraordinary ways. Children who are not so labeled need to learn ways of benefitting from those who are exceptional. The parents and teachers of exceptional children also need to find ways to understand and assist these youngsters. Elementary school counselors should work to build a supportive learning environment for exceptional children. There is a need for strong ties between counseling and special education. Counselors should develop programs for parents of exceptional children. Parents of gifted youngsters, for example, have unique needs resulting from misunderstandings created by myths, stereotypes, and the small number of gifted children in the population. Counselors should also develop strategies to help teachers work more effectively with parents of handicapped children because the teacher is in a position to develop an active, ongoing relationship with parents but may lack the training to provide effective counseling support.

A Technological World

Technological advances have changed education, work, and leisure in our society. Although most people experience the benefits of these advances, most also know the anxiety and frustration that accompany rapid technological change as well as the alienation generated by impersonal aspects of technology. Elementary school counselors need to help children develop emotionally and socially in the context of rapid technological change. Counselors often need to deal first with their own concerns about technology before helping children understand the benefits and limitations of technology. Elementary school counselors especially need to acquire competencies with computers, to overcome anxieties about using the technology, and to integrate computer technology into counseling programs (Bleuer & Walz, 1983).

A Changing World of Work

Elementary school counselors face major challenges as they work with parents and teachers to introduce children to an ever-changing world of work (Hoyt & Shylo, 1987). The emphasis on career education, however, seems to have diminished from its peak in the 1970s when the United States Department of Education demanded high visibility for career education programs in schools. This decline in career education at the elementary school level is unfortunate because economic, political, and social

changes have brought women and minorities into the work force in large numbers and have altered how children must be prepared to enter the world of work. Elementary school counselors need to enhance children's career awareness, prevent sex-role stereotyping through career exploration programs, and use role models to expand children's occupational aspirations.

Promoting Learning in a Changing World

American society has placed increasing emphasis on the need for children to learn basic academic skills. Parents throughout the country complain that children are not learning to read, write, and perform basic mathematics. Governmental and private commissions have studied the poor academic achievement of children and are asking educators to account for the failure of our schools in this important area. If elementary school counselors are to fulfill their mission in schools, they must collaborate with teachers, parents, and school administrators in an effort to improve children's achievement. Elementary school counselors can positively effect children's achievement (Costar, 1980; West, Sonstegard, & Hagerman, 1980). Counselors, for example, can implement classroom programs that improve the work habits of children who procrastinate with school work, and use group counseling as a means of motivating children to attend school.

Shaping Children's Behavior in a Changing World

Children's behavior, both in and out of school, is an important concern of parents and educators. The popular media has documented seemingly wide-spread school absenteeism and delinquency among our nation's youth. How to change children's misbehavior and to foster productive behavior are concerns of elementary school counselors. The techniques available to parents, teachers, and elementary school counselors for managing children's behavior are numerous and include modeling, positive reinforcement, behavior contracting, and desensitization. These behavioral change procedures have been thoroughly tested. Although the application of these methods is often difficult, the collaborative efforts of elementary school counselors, teachers, and parents in applying behavioral techniques eases some of the difficulties and increases the chances of success.

Counseling interventions to improve behavior include classroom guidance sessions, small group counseling sessions, and consultation with teachers. Students who receive a combination of these treatment procedures are likely to behave well in the classroom and elsewhere.

Human Relations in a Changing World

Children need to support each other in a world filled with conflict. They must learn and practice the interpersonal skills necessary for their present lives and also for the demands of peer pressure in adolescence. Elementary school counselors must find ways both to challenge and support youngsters in the area of human relations. Counselors can build positive relationships among children and between children and adults through affective education programs in the classroom and through innovative approaches to peer counseling. Elementary school counselors play a major part in developing and maintaining a healthy social climate for children. This aspect of counselors' work is important in part because children's relations with teachers, peers, and family affect learning and achievement. In addition, counselors who strive to improve children's interpersonal skills are helping to ensure that the 1990s and beyond will be years in which society will move forward on the basis of cooperative efforts among the nation's citizens. Finally, the work of elementary school counselors in

The Changing World, continued

this area will likely help to produce citizens who strive for productive relations across cultures and nations.

References

Bleuer, J.C., & Walz, G.R. (1983). Counselors and computers. Ann Arbor, MI: ERIC/CAPS, The University of Michigan.

Costar, E. (1980). Scoring high in reading: The effectiveness of teaching achievement test-taking behaviors. Elementary School Guidance and Counseling, 15, 157-159.

Gerler, E. R. (1990). Children's success in school: Collaborative research among counselors, supervisors, and counselor educators. Elementary School Guidance and Counseling, 25, 64-71.

Gerler, E. R., Ciechalski, J. C., & Parker, L. D. (1990). Elementary school counseling in a changing world. Ann Arbor, MI: ERIC/CAPS and The American School Counselor Association.

Hoyt, K. B., & Shylo, K. R. (1987). Career education in transition: Trends and implications for the future. Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education, The Ohio State University.

Pedersen, P. (1988). A handbook for developing multicultural awareness. Alexandria, VA: American Association for Counseling and Development.

West, J., Sonstegard, M., & Hagerman, H. (1980). A study of counseling and consulting in Appalachia. Elementary School Guidance and Counseling, 15, 5-13.

The Challenge of Counseling in Middle Schools[2]

Introduction

Counselors in middle schools work with young people whose lives are in constant flux. Early adolescence is a time of physical, intellectual, emotional, and social development, during which young people confront the question, "Who am I?" The young adolescent's search for identity involves many challenges (Gerler, Hogan, & O'Rourke, 1990).

This digest deals with how counselors in middle schools can help youngsters face the various challenges of early adolescence. Counselors are called upon to plan programs that make middle schools inviting places for young people to learn and grow.

There are major differences between middle schools and high schools, differences that cause some students to get lost emotionally and to fail academically. Middle school counseling programs need to focus on preparing youngsters for the increased independence of life in high school that is typically accompanied by more social pressures and by increased stress.

The Challenge of Understanding Self

Early Adolescence is difficult for most youngsters, a time for challenging one's self and the ideas brought from childhood. It is the beginning of physical, emotional, social, and intellectual growth which brings excitement, delight, anxiety, and misunderstanding. The child, who in elementary school was obedient and academically motivated, may seem disrespectful and lazy in middle school. Early adolescence begins the transition from acceptance of adult direction to challenging authority and moving toward self direction. The goal of middle school counselors is to provide a blend of challenge and support that will promote identity development in early adolescence.

Middle school students need the guidance and direction of effective counselors to begin the major developmental task of adolescence which is to achieve a clear sense of self (Marcia, 1980). The confusion that reigns in early adolescence creates a challenging climate for the young person and for those trying to help the youngster manage the difficulties associated with leaving childhood for a new stage of life. Counselors implement various practical strategies to help middle school students move toward self understanding. These strategies include such activities as maintaining daily journals, group counseling, and developmental classroom programs that offer young people opportunities for self exploration.

The Challenges of Family Relationships

As young people begin to seek their own identities, they face the challenge of leaving behind much of their early dependence on home and family. Parents and family members, however, should continue to provide structure and support during the difficult moments adolescents face in growing away from complete dependence on home. The so-called traditional family, however, has virtually disappeared in America. Divorce, single-parent homes, and step-families are a fact of life confronting youngsters. In the climate of changing families, middle school counselors need to be prepared to help youngsters and their parents understand one another and to work together in making the difficult choices that occur during adolescence. Middle school counselors need to be especially aware of dysfunctional aspects of students'

---

[2]Gerler, E.R., Jr. (1991, January 31). The Challenge of Counseling in Middle Schools. Ann Arbor, MI: ERIC Clearinghouse on Counseling and Personnel Services, The University of Michigan.

families in order to develop counseling strategies and guidance programs that help young adolescents find themselves (Wegscheider, 1981). Finally, and perhaps most importantly, counselors need to be aware of cultural differences that students bring from their homes into middle school life and into the search for personal identities.

The Challenges of Peer Pressure and Drug Abuse

Early adolescence is a time of experimentation with new behaviors and of reliance on peers for guidance and direction. This combination can have devastating effects on young people's lives if it results in experimentation with alcohol and other drugs. Young people who begin to use alcohol and other mind altering substances during their middle school years may be especially prone to the problem of addiction later in adolescence and into adulthood (Welte & Barnes, 1985).

Most middle schools are not prepared to offer adequate prevention programs to help youngsters challenge the social pressure to experiment with drugs. In fact, the current status of drug education in schools throughout the United States is ambiguous at best. Theory-based prevention programs that have been tested offer hope that drug abuse prevention programs will improve. Assertiveness training programs, for example, that are designed to help adolescents resist peer pressure, seem to offer middle school counselors intriguing ideas for program development. In addition, cognitive-development programs that are intended to raise the psychological maturity of youngsters and improve their decision-making offer considerable hope for middle school counseling programs.

The Challenges of Stressful Lives

Students in middle schools frequently complain about the stress they experience in their everyday lives (Elkind, 1990). Typical adolescent complaints include "Everyone is watching for me to make mistakes" and "I never have any time for myself." Adults sometimes have a tendency to discount what adolescents say, believing that most of the stress youngsters experience will pass as maturation occurs. This lack of empathy on the part of adults may leave adolescents feeling misunderstood and alienated.

Middle school counselors must implement programs that help young adolescents deal with many stressful circumstances. Desensitization programs that help in overcoming undue fears and relaxation programs that attempt to relieve stress may help young adolescents develop confidence and hope for the future.

The Challenge of Sexual Maturation

Physical maturation, and particularly sexual maturation, has significant effects on self-concept and social relationships during the middle school years. Most young adolescents dwell on how to make themselves more attractive and acceptable to their peers. One of the many difficult challenges for middle school counselors is to attend to the concerns of adolescents about physical maturation and sexuality.

Much has been written about adolescent sexuality, in particular, about topics such as friendship, sexual identity, and adolescent pregnancy. Middle school counselors must implement programs that take into account the impact of physical and sexual maturation on students' lives. Counselors should especially work to prepare adolescents to meet the challenging issues surrounding contraception and teen pregnancy (Smith, Nenney, & McGill, 1986).

The Challenge of Academics

Americans are becoming increasingly aware of the need for schools to promote

The Challenge of Counseling, continued

academic excellence. Individuals in the business community and elsewhere complain that young people do not have the basic academic skills necessary for economic success in a competitive world. Governmental and private commissions have noted the high dropout rate in America's schools and the generally poor record of public schools in promoting academic excellence. Educators in the United States must account for the failure of schools to motivate young people to stay in school and to strive for high levels of academic achievement.

Middle school counselors can contribute to schools' efforts at improving academic achievement among young teenagers (Gerler, Drew, & Mohr, 1990). These days middle schoolers often have considerable freedom. Many are latchkey children who may choose what to do when they arrive home from a day at school. More often than not they choose leisure, neglecting their academic responsibilities. Middle school counselors should collaborate with teachers to implement programs that help youngsters develop a reasonable "work ethic."

Middle school counselors can play an important role in helping young people see themselves as capable students who have the potential to realize academic success. Counselors should take the lead in transforming low achieving and disruptive adolescents into model students.

The Challenge of Career Exploration

In the search for identity, young adolescents struggle not only with the question of "Who am I?" but also with the question "Who will I become?" The latter question is often answered in terms of future occupation. Adolescents face an ever-changing world of work, a fact that is often neglected by overburdened middle school counselors. The economic, political, and social changes that have brought women and minorities into the work force in large numbers have altered how youngsters must be prepared to enter the world of work (Hoyt & Shylo, 1987). Middle school counselors have many opportunities to promote career development and career exploration among young people.

It is especially important for young adolescents to learn the skills that will eventually help them achieve gainful employment. These skills include how to write a resume, how to fill out a job application, and how to interview effectively for a job. Middle school counselors must be especially attentive to the special needs of exceptional students in the area of career exploration.

The Challenge of Organizing a Counseling Program in Middle Schools

The challenge for middle school counselors is to develop focused programs that meet specific developmental needs of young adolescents. Much like the students they serve, middle school counselors must develop their own professional identities which are expressed in well defined and accountable school guidance programs. Middle school counselors cannot do everything. They are faced with issues such as dysfunctional families, substance abuse, teen pregnancy, teen suicide, sexual abuse, school dropouts, and numerous other difficult matters. Counselors, therefore, must set priorities and develop programs to meet those priorities. Preventive and developmental programs seem to be the most promising and cost-effective approaches to counseling with young adolescents in middle schools. Such programs are likely to help young adolescents satisfactorily address the question, "Who am I?"

The Challenge of Counseling, continued

References

Gerler, E. R., Drew, N.S., & Mohr, P. (1990). Succeeding in middle school: A multimodal approach. Elementary School Guidance and Counseling, 24, 263-271.

Gerler, E. R., Hogan, C. C., & O'Rourke, K. (1990). The challenge of counseling in middle schools. Ann Arbor, MI: ERIC/CAPS and The American School Counselor Association.

Elkind, D. (1990). Stress and the middle grader. In E. R. Gerler, C. C. Hogan, & K. O'Rourke (Eds.), The challenge of counseling in middle schools (pp. 149-163). Ann Arbor, MI: ERIC/CAPS and The American School Counselor Association.

Hoyt, K. B. & Shylo, K. R. (1987). Career education in transition: Trends and implications for the future. Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education. The Ohio State University.

Marcia, J. E. (1980). Identity in adolescence. In J. Adelson (Ed.), Handbook of Adolescent psychology (pp. 159-181). New York: Wiley.

Smith, P. B., Nenney, S. W., & McGill, L. (1986). Health problems and sexual activity of selected inner city, middle school students. Journal of School Health, 56, 263-266.

Wegscheider, S. (1981). Another chance: Hope and health for the alcoholic family. Palo Alto, CA: Science and Behavior Books.

Welte, J. W., & Barnes, G. M. (1985). Alcohol: The gateway to other drug use among secondary-school students. Journal of Youth and Adolescence, 14, 487-498.

The Scope of Practice of the Secondary School Counselor[3]

Introduction

Statistics from the 1988 Census data (U. S. Government, 1988) demonstrate how difficult it is to be a "kid" in America today. In just one day, an average of:

- 2,795 teenagers become pregnant
- 1,106 of those teens later have abortions
- 372 miscarry
- 1,027 babies are born drug- or alcohol-exposed in utero
- 211 children are arrested for drug abuse
- 437 are arrested for drinking and drunken driving
- 10 die from gunshot wounds
- 30 are wounded by gunfire
- 1,512 teens drop out of school
- 1,849 are abused or neglected
- 6 commit suicide
- 3,288 run away from home.

Obviously, more and more children and youth are coming to school with serious personal problems. In schools, the individuals trained to help students deal with their personal problems are school counselors. The role or scope of practice of the secondary school counselor in today's school is the focus of this digest.

Role of the Secondary School Counselor

Several influences have impacted what has been referred to as "the role" of secondary school counselors. Among the influences are state certification standards; counselor education training programs; the nature of school systems; professional organizations; principals and other administrators' beliefs about counselors; and the counselor's themselves. Principals have had a major influence on counselors' roles. In many situations, principals have dictated "the role" by assigning the counselor "duties"—often administrative or quasi-administrative duties (e.g., counting credits, keeping track of attendance, discipline) that have little to do with the actual role of school counselors or the needs of students. School counselors appear to be reluctant or unable to convince principals that they should perform the duties for which they have any influence in the restructured schools of the future.

In this complex and troubled society, school counselors are being asked to assume a greater role in the lives of their students and the students' families. The challenges facing counselors and demands on their time will continue to grow during the next decade. School counselors must choose carefully where they spend their time and energy. But, given the challenges faced by today's students, school counselors must focus on students' personal/social, educational, and career needs. In order to do so, counselors need to move from a services-oriented approach (orientation, information, assessment, counseling, placement, and follow-up) to a school counseling program approach. They must be clear about their "scope of practice"—the responsibilities for which they are trained—and not allow themselves to become assistant principals, attendance officers, substitute teachers, and clerks.

A Program Approach to School Counseling

School counselors can exert more control over their scope of practice if they commit themselves to designing and

---

[3]Sears, S. J., & Coy, D. R. (1991, January 31). The scope of practice of the secondary school counselor. Ann Arbor, MI: ERIC Clearinghouse on Counseling and Personnel Services, The University of Michigan.

The Scope of Practice, continued

implementing developmental school counseling programs (Gysbers, 1990). While crisis and remedial counseling will always be a part of the school counselor's responsibilities, counselors must provide assistance to as many students as possible. Emphasizing developmental counseling programs permits counselors to be seen as contributing to the growth of all students and not just working with those "in trouble." Developmental counseling programs focus on meeting students' needs and lead to activities and structured group experience for all students (Gysbers, 1990). They are proactive rather than reactive and when counselors are busy implementing their program, they are unavailable for unrelated administrative and clerical duties (Gysbers, 1990).

Developmental Counseling Programs include both "content" and "process" components. The content component of the program speaks to:

1. The rationale for the program (why the school and children need a counseling program);
2. The personal/social, educational, and career development skills or competencies needed by children and youth; and
3. The management plan or blueprint intended to guide counselors' management of the counseling program.

The process component includes:

1. The activities counselors will use to help students achieve the designated skills or competencies;
2. The counseling strategies they intend to employ, e.g., individual counseling, group counseling, classroom guidance, and/or consultation; and
3. Methods to be used to evaluate their program and improve their effectiveness with students, staff, and parents (Sears, 1990).

The Scope of Practice of the School Counselor in Developmental Counseling Programs

In a comprehensive developmental school counseling program, the counselor has the following scope of practice (the responsibilities for which a school counselor is trained and qualified):

Design. Counselors design the content of the program. Gysbers (1990) refers to this content as a "guidance curriculum." The content of this program is designed to help students gain skills or competencies in personal-social, educational, and career domains.

Following is a list of skills/competencies that one might expect to see in the content of a developmental counseling program.

1. Personal-Social Skills. Students will: (a) gain self-awareness and improve self-esteem; (b) make healthy choices and effective decisions; (c) assume responsibility for their own behavior; (d) respect individual differences and cooperate; and (e) learn to resolve conflicts.
2. Educational Skills. Students will: (a) acquire study and test-taking skills; (b) seek and use educational information; (c) set educational goals; and (d) make appropriate educational choices.
3. Career Development Skills. Students will: (a) analyze interests, aptitudes, and skills; (b) recognize effects of career stereotyping; (c) form a career identity; and (d) plan for their future careers (Sears, 1990).

Delivery. Counselors must be involved in the delivery of this developmental program content or curriculum that they have developed. They must allocate significant amounts of time to facilitate or team teach developmental learning activities in the classrooms. Also, they will need to set up

inservices for teachers to enable them to assist in the facilitation of the activities. Counselors need to deliver their program content in small and large group sessions. Large group sessions may be appropriate for the information about and discussion of post-secondary or vocational education options and financial aid. Small groups may be more appropriate for interests or aptitude test interpretations.

Counsel. Counselors must counsel students both individually and in small groups. Counselors must not forget their unique counseling skills. While schools are not appropriate sites for "caseloads of clients," counselors must always allot time for counseling students with personal-social problems, both individually and in small groups. In order to be as effective as possible in a limited number of sessions, counselors should utilize newer theoretical approaches such as brief therapy.

Coordinate. Counselors must coordinate or collaborate with others who may be offering mental health-oriented programs, e.g., substance abuse. Counselors report that more and more community-based programs are operating in the schools. The school counselors should either coordinate the efforts of these programs or collaborate in their delivery.

Testing programs are often coordinated by school counselors. In these days of accountability, counselors must be careful not to permit this responsibility to consume too much of their time. While counselors should understand thoroughly all relevant interest, aptitude, and achievement tests and should be able to offer inservices to teachers on their interpretation and use, they should not be spending their time in direct administration of tests.

Manage. Counselors must manage the school counseling program. Directors of guidance are a dying breed. Many counselors find themselves supervised by individuals who have more responsibilities than they can handle. Counselors must take charge of their own programs and encourage interaction and regular meetings of the counselors in their district in order to assure program progress.

Managing a school counseling program includes developing an active staff/community public relations program. Counselors should orient staff and community to the counseling program through newsletters, local media, and school and community presentations.

Managing also involves pulling together advisory committees of parents and community members to gather input related to student needs. The management function is critical to the success of a school counseling program.

Evaluate. Counselors need to evaluate their efforts with students, staff, and community. Counselors can gather evaluation data from several sources. One source of information is "general evaluation" data which includes number of students seen in individual or crisis counseling, number of small group counseling sessions, number of large group information sessions, number of conferences with parents, and number of phone calls to parents and community agencies. While this kind of general evaluation does not speak to the quality of counselor contacts, it does provide the school board and administration information about the scope or breadth of the counseling program. "Specific evaluation" data takes more counselor planning time. Counselors need to plan to evaluate their work with students (particularly the delivery of the guidance activities in classrooms). Ratings scales to be completed by teachers and/or students and short surveys to determine what students gained from the guidance activities are two additional methods that can be used to evaluate the counseling program. Program evaluation is one of the weakest areas in school counseling. Many counselors will need

The Scope of Practice, continued

to seek assistance from nearby counselor educators in setting up their evaluation process.

Continued Professional Development

The need to update professional skills is critical if counselors are to implement the scope of practices described in this paper. Certainly school counselors being trained today have the advantage of graduating from more rigorous counselor education programs than those of the past. However, counselors, particularly those who were trained over a decade ago, must participate in inservice training (designed for counselors, not teachers), attend professional meetings, and read professional journals if they intend to meet student needs in this complex society.

References

Office of Educational Research and Improvement. (1988). Youth indicators. Washington, DC: U.S. Department of Education.

Gysbers, N. C. (1990). Comprehensive guidance programs that work. Ann Arbor, MI: ERIC/CAPS.

Sears, S. J. (1990). Student competencies: A guide for school counselors. Alexandria, VA: American School Counselor Association.

Sears, S. J. (1990). Designing a school counseling program. Columbus, OH: The Ohio Coalition for the Future of School Counseling.

Guidance — The Heart of Education: Three Exemplary Approaches[4]

Introduction

During the 1980s, when A Nation At Risk (1983) set the tone for public discourse on education and when politicians throughout the country were clamoring for educational reform, school districts came under great pressure to raise academic standards, lengthen the school day, implement state-mandated basic curricula, and otherwise become more accountable to taxpayers. But by and large, the advocates of "educational excellence" at that time paid virtually no attention to addressing the urgent personal or emotional needs of our students.

Fortunately, a new school of thought is emerging among educators and counselors. Unlike the reform movement of the past decade, this new movement takes full account of students' personal needs in formulating educational goals. Proponents of this school of thought recognize the close relationship between students' academic development and their personal growth; accordingly, they are seeking to place guidance at the heart of the educational process. The three exemplary guidance programs presented here represent three different, but compatible approaches to this goal.

Norm Gysbers' Comprehensive Guidance Program Model, and Robert Myrick's Teacher Advisor Program are both based on the idea that guidance is an integral part of a school's educational mission rather than an "ancillary" service peripheral to the curriculum. This idea in turn presupposes an enlightened humanistic conception of education, which recognizes and validates the intrinsic dignity of every student, and which attends empathetically to students' personal and developmental needs. This conception forms the basis of William Purkey's Invitational Learning Model, a new paradigm for schooling that seeks to reconstitute the entire school setting—people, places, policies, programs, and processes—so that every aspect of the school serves to "invite" students to learn by respecting them, encouraging them, and validating their unique importance and possibilities.

The Comprehensive Guidance Program Model

Since 1971, Norman C. Gysbers and his associates at the University of Missouri-Columbia have been developing, field-testing, refining, and implementing the Comprehensive Guidance Program Model, an innovative, program-based organizational plan that has been adopted by school districts throughout the nation. The foundation for the Model—the theoretical basis for identifying the guidance, knowledge, skills, and attitudes competencies—that students need is called Life Career Development, defined as self-development over a person's life span through the integration of roles, settings, and events in a person's life. Accordingly, this Model emphasizes three domains of human growth and development:

- **Self-knowledge and interpersonal skills.** Helping students to develop awareness and acceptance of themselves and others, and to develop personal standards and a sense of purpose in life.
- **Life roles, settings, and events.** Emphasizing knowledge and

---

[4]Ellis, T.I. (1991, January 31). Guidance — The Heart of Education: Three Exemplary Approaches. Ann Arbor, MI: The University of Michigan, ERIC Clearinghouse on Counseling and Personnel Services.

understanding of the interrelatedness of various life roles.

- **Life career planning.** Appraising personal values as they relate to prospective life career plans and decisions.

The Comprehensive Guidance Program Model consists of three structural foundations and four interactive program components. The structural foundations—definition, rationale, and assumptions—emphasize the centrality of guidance to the total education program, and define the relationship between guidance and other aspects of the curriculum. The four program components delineate the major activities, and the roles and responsibilities of personnel involved in the guidance program:

- **Guidance curriculum**, or structured classroom activities, organized around the three domains of student competencies;
- **Individual planning,** including activities designed to assist students in monitoring and understanding their own growth and development;
- **Responsive services**, such as information seeking, crisis counseling, and teacher/parent/specialist consultation.
- **System support**, activities geared toward program management and operations;

One principal rationale behind the Comprehensive Guidance Program Model is to enable counselors to regain control of their time on the job by allocating 100 percent of their time to the four program components discussed above—guidance curriculum, individual planning, responsive services, and system support. The Comprehensive Guidance Program Model is oriented above all toward student development; it is a programmatic framework which allows counselors to devote their primary attention to guidance activities and structured group experiences for all students.

The Teacher Advisor Program

The assumption behind Robert D. Myrick's Teacher Advisor Program (TAP) is that each student needs a friendly adult in the school who knows and cares about him or her in a personal way. The advisors help their advisees deal with the problems of growing up and getting the most out of school. A teacher-advisor is usually responsible for an advisee's cumulative folder, work folders, teacher-student conferences, parent conferences, group guidance experiences and follow-up on academic progress reports. Advisors also consult with other teachers, school counselors, and support personnel about their advisees.

TAP is designed to provide an opportunity for all the students in a school to participate in a small and cohesive group of 15 to 25 peers led by a sensitive and caring teacher who promotes and monitors individual students' educational and developmental experiences as they progress through school. Teacher-advisors meet with their advisees on a regular basis through a "homeroom" or "homebase" group. This becomes, in effect, the students' home within the school, where they have a supportive teacher and group of peers with whom they can explore personal interests, goals, and concerns.

The guidance curriculum varies from one school to another, but it generally addresses personal, social, and academic concerns. Some of the personal and social skills addressed include getting acquainted, self-esteem, and time management. Academic topics might include policies and procedures from the school handbook and computing grade point averages. Career and educational planning topics include career exploration and choices, employability skills and the job market.

Guidance — The Heart of Education, continued

Since many high school teachers have never had a guidance course and many are unsure of how to lead a group discussion with adolescents, teachers may need special preparation in how to work with their students and how to build guidance units for their groups. Counselors can therefore assist teachers in developing guidance units, or they can work together as a team in developing and delivering a guidance curriculum, with counselors taking over homebase groups on occasion. It is important, therefore, to establish a cooperative and supportive relationship between teachers and counselors so that they can define their respective roles and differentiate responsibilities.

To enlist the support of a school's faculty for TAP and developmental guidance, it is essential that all teachers understand the philosophy of TAP and commit adequate time to it. Counselors should therefore provide a developmental guidance curriculum guide to establish guidance objectives and provide activities, but allow teachers to choose or discard suggested activities according to their needs. Since most teachers need more training in how to help students solve personal problems or get them working cooperatively in small groups, counselors also may need to assist teachers in developing guidance and interpersonal skills. Administrative support and periodic evaluation are also essential.

Invitational Learning for Counseling and Development

The Invitational Learning concept, developed by William W. Purkey, offers a blueprint of what counselors, teachers, principals, supervisors, superintendents, and others can do to enrich the physical and psychological environments of institutions and encourage the development of the people who live and work there.

Invitational Learning is based on four value-based assumptions regarding the nature of people and their potential and the nature of professional helping:

- **Respect:** People are able, valuable, and responsible and should be treated accordingly;
- **Trust:** Education should be a collaborative, cooperative activity where process is as important as product;
- **Optimism:** People possess untapped potential in all areas of human endeavor; and
- **Intentionality:** Human potential can best be realized by places, policies, programs, and processes that are specifically designed to invite development, and by people who are intentionally inviting themselves and others personally and professionally.

In a school or any other organization, everything is connected to everything else. And so, in applying Invitational Learning, everything counts in creating an environment that invites individuals to reach their potential:

- **Places.** Creating an attractive and inviting physical setting is the easiest way to begin the process of incorporating the Invitational Learning concept into a school or other organization.
- **Policies.** Professional counselors can assist schools in developing policies that encourage student responsibility and participation rather than those that create pervasive anxiety, mistrust, and mindless conformity.
- **Programs.** Programs that incorporate the assumptions of Invitational Learning include incentive programs such as peer counseling for dropout prevention, faculty mentoring, and other collaborative programs where

Guidance — The Heart of Education, continued

students, teachers, and counselors all gain by helping and encouraging one another.

- **Processes.** How we teach or counsel and how we act while doing these things are far more important in the long run than what students or clients learn. Educators and counselors in successful schools establish behavioral norms of collegiality, professional development, mutual assistance, and ongoing discussion of instruction and curricular improvements among themselves, and they cultivate attitudes of respect for all students and attention to their needs in all of their interactions.
- **People**. The daily interaction between teachers and students, counselors and clients, and professionals amongst themselves, ultimately determines the success or failure of Invitational Learning. Counselors and teachers who wish to employ Invitational Learning therefore need a sound knowledge of human development.

The goal of Invitational Learning is thus to provide an optimally inviting total environment, both for professional helpers themselves and for those with whom they work. In this respect, it is fully compatible with both the Comprehensive Guidance Program Model and the Teacher Advisor Program. All three approaches affirm the centrality of developmental guidance to the educational process, and all are predicated on mutual respect and human dignity—for counselors, teachers, and students alike.

References

Gysbers, N. C. (1990). Comprehensive guidance programs that work. Ann Arbor, MI: The University of Michigan, ERIC Counseling and Personnel Services Clearinghouse.

Myrick, R. D. (1990). The teacher advisor program: An innovative approach to school guidance. Ann Arbor, MI: The University of Michigan, ERIC Counseling and Personnel Services Clearinghouse.

National Commission on Excellence in Education. (1983). A Nation at Risk. Washington, DC: Author.

Purkey, W. W., & Schmidt, J. J. (1990). Invitational learning for counseling and development. Ann Arbor, MI: The University of Michigan, ERIC Counseling and Personnel Services Clearinghouse.

Alphabetical Index to ERIC Digests[5]

Digest No.	Title
1	Ability Grouping in Elementary Schools
2	Accessing ERIC with your Microcomputer
3	Accountability in Counseling
4	Adolescent Pregnancy and Parenthood
5	Adult Career Counseling—New Clienteles
6	Adult Career Development: An Overview
7	The Adult Education Teacher's Role in Career Planning
8	AIDS/HIV Education
9	Alcohol and Drug Use Among Adolescents
10	Alcohol Use Among College Students
11	Assessing Counselor Performance
12	At-Risk Students
13	Brief Family Consultation in Schools
14	Career Development in the Workplace
15	Career Development: The Contemporary Scene and the Future
16	Career Guidance, Families and School Counselors
17	Career Planning for Gifted and Talented Youth
18	The Case for Authentic Assessment
19	The Challenge of Counseling in Middle Schools
20	The Challenge of Diversity: Involvement or Alienation in the Academy?
21	The Changing World of the Elementary School Counselor
22	Child Sexual Abuse: What It Is and How to Prevent It
23	Classroom Strategies for Teaching Migrant Children about Child Abuse
24	Collaboration between Schools and Social Services
25	Collaboration in Adult Education
26	College Counseling in Independent Schools
27	College Planning for Gifted and Talented Youth
28	Comprehensive Guidance Program Design
29	Cooperative Learning Strategies and Children
30	Cooperative Problem-Solving in the Classroom
31	Counseling Abused Children
32	Counseling and Guidance Software
33	Counseling Families from a Systems Perspective
34	Counseling for Study Skills
35	Counseling Roles and AIDS
36	Counseling to Enhance Self-Esteem
37	Counseling Youngsters for Stress Management
38	Counselor's Use of Tests: Process and Issues
39	Counselors and Computers
40	Counselors and Teachers as Student Advisors
41	Creativity and Counseling
42	Creativity in Young Children
43	Critical Thinking: Theory, Research, Practice, and Possibilities
44	Deterrents to Participation in Adult Education
45	Developing Leadership in Gifted Youth
46	Developing Metacognition
47	The Development of Social Competence in Children
48	Dropout Prevention
49	The Dropout's Perspective on Leaving School
50	Drug Testing
51	Educating Homeless Children
52	Educating Language-Minority Children
53	The Emerging Role of the Community College Counselor
54	Employability—The Fifth Basic Skill
55	Empowerment for Later Life
56	Enhancing Learning in At-Risk Students: Applications of Video Technology
57	ERIC for Practitioners
58	ERIC on CD-ROM: Update
59	Ethical and Legal Issues in School Counseling
60	Family Caregiving
61	Family Influences on Employment and Education
62	Finding Information about Standardized Tests
63	Finding Non-Commercial Tests
64	Fostering the Postsecondary Aspirations of Gifted Urban Minority Students
65	Gangs
66	The GED Testing Program
67	Giftedness and the Gifted: What's It All About
68	A Glossary of Measurement Terms
69	Grade Retention: Making the Decision
70	Guidance—The Heart of Education: Three Exemplary Approaches
71	Guidelines for Family Television Viewing
72	Guidelines for Working with Adult Learners
73	Helping Adolescents Adjust to Giftedness
74	Helping At-Risk Youth Make the School-to-Work Transition
75	Helping Children Cope with Divorce: The School Counselor's Role
76	Helping Gifted Students with Stress Management
77	Helping Your Highly Gifted Child
78	"High Risk" Students in Higher Education: Future Trends
79	High School Graduates in Entry-Level Jobs: What Do Employers Want?
80	Hothousing Young Children: Implications for Early Childhood Policy and Practice
81	How Can We Teach Critical Thinking?
82	Implementing Information Power
83	Improving the School-Home Connection for Low-Income Urban Parents
84	Increasing Students' Learning: A Faculty Guide to Reducing Stress Among Students
85	Individualized Career Plan Models
86	Information Skills for an Information Society: A Review of Research
87	Invitational Learning for Counseling and Development

[5]Walz, G.R. (1991). CounselorQuest: Concise analyses of critical counseling topics. Ann Arbor, MI: Counseling and Personnel Services Clearinghouse, School of Education, The University of Michgan.

BEST COPY AVAILABLE

Alphabetical Index to ERIC Digests

Digest No.	Title
88	Involving At-Risk Families in Their Children's Education
89	Involving Parents in the Education of Their Children
90	Issues and Trends in Career Planning and Placement
91	Issues in Multicultural Counseling
92	Job-Related Basic Skills
93	Jobs in the Future
94	Keeping Track of At-Risk Students
95	Labor Market Information and Career Decision Making
96	Latchkey Children
97	Latchkey Children and School-Age Child Care
98	Learning Management
99	Learning Styles: Implications for Improving Educational Practices
100	Locating Job Information
101	Making Education Work for Mexican-Americans: Promising Community Practices
102	Making Schools More Responsive to At-Risk Students
103	Marketeer: New Role for Career and Placement Specialists
104	Measuring Kindergartners' Social Competence
105	Meeting the Educational Needs of Southeast Asian Children
106	Meeting the Special Needs of Drug-Affected Children
107	Mentor Relationships and Gifted Learners
108	The Mentoring of Disadvantaged Youth
109	Middle School Education—The Critical Link in Dropout Prevention
110	Migrant Student Record Transfer System: What Is It and Who Uses It?
111	Migrant Students at the Secondary Level: Issues and Opportunities for Change
112	The Missouri Comprehensive Guidance Model
113	Mixed-Age Groups in Early Childhood Education
114	The National Assessment of Educational Progress (NAEP)
115	The Nature of Children's Play
116	The Ninth Grade—A Precarious Time for the Potential Dropout
117	Nurturing Giftedness in Young Children
118	Outdoor Centers and Camps: A "Natural" Location for Youth Leadership and Development
119	An Overview of Self-Concept Theory for Counselors
120	Parent Education and Support Programs
121	Parent Involvement in Children's Academic Achievement
122	Parent Involvement in the Educational Process
123	Parents' Role in Transition for Handicapped Youth
124	Peer Counseling
125	Peer Helping Relationships in Urban Schools
126	Plugging In To Computer Bulletin Boards
127	Positive Discipline
128	Post-Traumatic Loss Debriefing: Providing Immediate Support for Survivors of Suicide or Sudden Loss
129	Praise in the Classroom
130	Precollege Guidance and Counseling
131	Preparing Rural Students for an Urban Environment
132	Preparing Students to Take Standardized Achievement Tests
133	Preventing Obsolescence Through Adult Retraining
134	Protecting Children from Inappropriate Practices
135	Racism in America's Schools
136	Readiness for Kindergarten
137	Readings and Resources for Parents and Teachers of Gifted Children
138	Reducing the Dropout Rate Through Career and Vocational Education
139	Retaining At-Risk Students in Career and Vocational Education
140	Rural Options for Gifted Education
141	Rural Student Achievement: Elements for Consideration
142	School-College Alliances: Benefits for Low-Income Minorities
143	The Scope of Practice of the Secondary School Counselor
144	Screening for School Entry
145	Second Chance Opportunities for Hispanic Dropouts
146	Selected Issues in Elementary Guidance
147	Selecting a College: A Checklist Approach
148	Serving More Than Students: A Critical Need for College Student Personnel Services
149	Sex Equity in Guidance and Counseling
150	The Shy Child
151	Single Parents: Career-Related Issues and Needs
152	Southeast Asian Adolescents—Identity and Adjustment
153	Stopping Drug Abuse
154	Student Goals for College and Courses: A Missing Link in Assessing and Improving Academic Achievement
155	Suicide and Sudden Loss: Crises (sic) Management in the Schools
156	Supporting and Facilitating Self-Directed Learning
157	Teacher, Principal and Parent Involvement in the Effective School
158	Teaching the Abused Migrant Child: What's a Teacher to Do?
159	Teenage Pregnancy and Drug Abuse: Sources of Problem Behaviors
160	Teenage Suicide: Identification, Intervention, and Prevention
161	Understanding and Managing Stress in the Academic World
162	Understanding and Parenting Adolescents
163	Undocumented Children in the Schools: Successful Strategies and Policies
164	Using Customized Standardized Tests
165	What should Young Children Be Learning?
166	Women, Work, and Literacy
167	Young Children's Oral Language Development

BEST COPY AVAILABLE

Suggested Educational Level Index to ERIC Digests[6]

Elementary	Digest No.
Ability Grouping in Elementary Schools	1
AIDS/HIV Education	8
At-Risk Students	12
Brief Family Consultation in Schools	13
The Changing World of the Elementary School Counselor	21
Child-Sexual Abuse: What It Is and How to Prevent It	22
Classroom Strategies for Teaching Migrant Children about Child Abuse	23
Cooperative Learning Strategies and Children	29
Cooperative Problem-Solving in the Classroom	30
Creativity in Young Children	42
The Development of Social Competence in Children	47
Hothousing Young Children: Implications for Early Childhood Policy and Practice	80
Latchkey Children	96
Latchkey Children and School-Age Child Care	97
Measuring Kindergartners' Social Competence	104
The Nature of Children's Play	115
Nurturing Giftedness in Young Children	117
Parent Education and Support Programs	120
Protecting Children from Inappropriate Practices	134
Readiness for Kindergarten	136
Selected Issues in Elementary Guidance	146
The Shy Child	150
What Should Young Children Be Learning?	165

---

[6]Walz, G.R. (1991). CounselorQuest: Concise analyses of critical counseling topics. Ann Arbor, MI: ERIC Counseling and Personnel Services Clearinghouse, School of Education, The University of Michigan.

Suggested Educational Level Index to ERIC Digests[7]

Middle School	Digest No.
Adolescent Pregnancy and Parenthood	4
AIDS/HIV Education	8
Alcohol and Drug Use Among Adolescents	9
At-Risk Students	12
Brief Family Consultation in Schools	13
Career Planning for Gifted and Talented Youth	17
The Challenge of Counseling in Middle Schools	19
Classroom Strategies for Teaching Migrant Children About Child Abuse	23
Counselors and Teachers as Student Advisors	40
Helping Adolescents Adjust to Giftedness	73
Latchkey Children	96
Middle School Education—The Critical Link in Dropout Prevention	109
Outdoor Centers and Camps: A "Natural" Location for Youth Leadership Development	118
Southeast Asian Adolescents—Identity and Adjustment	152
Teenage Pregnancy and Drug Abuse: Sources of Problem Behaviors	159
Teenage Suicide: Identification, Intervention and Prevention	160
Understanding and Parenting Adolescents	162

[7]Walz, G R. (1991). CounselorQuest: Concise analyses of critical counseling topics. Ann Arbor, MI: ERIC Counseling and Personnel Services Clearinghouse, School of Education, The University of Michigan.

Suggested Educational Level Index to ERIC Digests[8]

Secondary	Digest No.
Adolescent Pregnancy and Parenthood	4
AIDS/HIV Education	8
Alcohol and Drug Use Among Adolescents	9
At-Risk Students	12
Brief Family Consultation in Schools	13
Career Planning for Gifted and Talented Youth	17
College Counseling in Independent Schools	26
College Planning for Gifted and Talented Youth	27
Counselors and Teachers as Student Advisors	40
Dropout Prevention	48
The Dropout's Perspective on Leaving School	49
Helping Adolescents Adjust to Giftedness	73
Helping At-Risk Youth Make the School-to-Work Transition	74
Migrant Students at the Secondary Level: Issues and Opportunities for Change	111
The Ninth Grade—A Precarious Time for the Potential Dropout	116
Outdoor Centers and Camps: A "Natural" Location for Youth Leadership Development	118
Parents' Role in Transition for Handicapped Youth	123
Preparing Rural Students for an Urban Environment	131
Reducing the Dropout Rate Through Career and Vocational Education	138
Retaining At-Risk Students in Career and Vocational Education	139
Selecting a College: A Checklist Approach	147
School-College Alliances: Benefits for Low-Income Minorities	142
The Scope of Practice of the Secondary School Counselor	143
Southeast Asian Adolescents—Identity and Adjustment	152
Teenage Pregnancy and Drug Abuse: Sources of Problem Behaviors	159
Teenage Suicide: Identification, Intervention and Prevention	160
Understanding and Parenting Adolescents	162

---

[8]Walz, G.R. (1991). CounselorQuest: Concise analyses of critical counseling topics. Ann Arbor, MI: ERIC Counseling and Personnel Services Clearinghouse, School of Education, The University of Michigan.

Benchmarking[9]

Benchmarking is the process of establishing quality improvement objectives based on "industry best practices." Benchmarking identifies excellent educational programs, practices, and processes, and provides process improvement targets for the "benchmarker" in all functional areas.

The long-term goal and benefit of benchmarking is process simplification. By studying industry best practices and incorporating appropriate procedures, a district can develop more simplified and easily-repeatable processes.

The steps in benchmarking are:

Identification

- What do you want to benchmark?
- Who are the benchmarks?

Data Collection/Analysis

- Gather the benchmarking data.
- Analyze the data.
- Compare the "as is" (your process) to the "should be" (their process).
- Translate benchmarking data into language and programs that fit the organization, culture, etc.

Implementation

- Provide proper training and communication on new "systems."
- Implement new systems.
- Monitor results, fine tune systems, and share quality improvement results.

---

[9]Mark A. Voorhies

Exemplary Guidance Programs

Since 1986, a peer review system developed and implemented by the National Association of State Career Development/Guidance Supervisors, in collaboration with the United States Office of Vocational and Adult Education, has identified exemplary guidance programs. This system offers a way for school counselors to identify and analyze the best counseling programs and practices as they attempt to improve their counseling and guidance programs. For future and additional information about the program or award winners, contact Gisela Harkin, U.S. Department of Education, 202/732-2437.

Each program is described individually. References to the project contact person followed by the State Guidance Supervisor are listed at the end of this report, by year (e.g., 1990-1).

1991

1. **Comprehensive Guidance and Counseling Program at Churchill High School in Eugene, Oregon.**
   This comprehensive 9-12 program is directed toward meeting all students' academic, career, personal, and social needs. It develops student competencies in self knowledge/interpersonal relations, decision making/problem solving, knowledge of life roles/settings/events, and educational/career development. Resources in the community and other schools are always used to meet students' needs.
2. **Guidance and Counseling Program at Moore Public Schools in Moore, Oklahoma.**
   This comprehensive K-12 is designed to assist students in understanding the variety, depth, and breadth of personal experiences, opportunities available, and choices open to them by helping them recognize, interpret, and act upon their personal strengths and resources. The program components are centered around counseling, curriculum, communication, and cooperation. Numerous community resources are utilized to support this program.
3. **Guidance and Counseling Program at Mesa Public Schools in Mesa, Arizona.**
   This comprehensive 7-12 program emphasizes sharpening of decision making and problem solving skills. Program uses a scope of sequential activities to provide personal, preventive, crisis, and educational/vocational counseling. Numerous community resources are utilized to support this program.

1990

1. **Comprehensive Guidance and Counseling Program at Canadian Valley Area Vocational Technical School in El Reno, Oklahoma.**
   focusing on three areas encompassing eight competencies, this program closely matches the National Career Development Guidelines. All members of the guidance team were involved in actively recruiting community members, including parents and business people. The program has been expanding as a direct result of the school administration's constant attentiveness to the changing complexion of the student body, the fluctuating profiles of the local school districts and communities, and the varying demands of business communities which employ the students. Evaluation for each project exists on a continual basis through a system of pre- and posttesting. Staff members are involved in numerous professional development activities and state-of-the-art guidance materials acquired to supplement traditional modes of providing information.

Exemplary Guidance Programs, continued

2. **Comprehensive Guidance Program at El Cajon Valley High School in El Cajon, California.**
Components of this program include: self-assessment, feeder school articulation, individual personal educational plan (PEP), career decision-making/planning, a career center, integrated approach (career development and job placement) of career development center, program placement, financial assistance, and a computerized career guidance system. The school works with a multiplicity of agencies and businesses with counseling staff regularly visiting businesses, armed services facilities, local educational institutions, and community human care agencies. Guidance activities are infused into all courses. Students have access to various opportunities to acquaint them with the labor market. The program guarantees quality service to all students. A continuous effort exists to eliminate bias and stereotyping.

1989

1. **Partners: Education and Careers (PEAC) at Perkins-Tryon Public Schools in Oklahoma.**
Goals of the program are: 1) self awareness — positive attitudes, self-worth, motivation; 2) educational awareness — integrate educational experiences with total career development and preparation; 3) career awareness and exploration — explore options in relation to values, interests, and aptitude; and 4) career preparation — develop competencies for progression into next level. Many outside resources are utilized to have career days, field trips, job shadowing, career fairs, and career week. An advisory council plays an important role in the development of goals and objectives. Community involvement is a main emphasis of the program. The teachers have completed an intensive workshop in which competency-based instruction was the topic. The counselor has visited many schools and has given demonstrations.
2. **Portland Regional Career Guidance Consortium at Portland Regional Vocational Technical Center in Portland, Maine.**
The consortium sponsors career guidance activites for students in a region encompassing 13 towns and communities. Counselors from urbar and rural schools work collaboratively to enhance career guidance programs. Projects successfully completed include: (1) exploring greater Portland industries — an inservice course to acquaint educators with employment opportunities for students; (2) job matching — an inservice to teach administration and interpretation of interest inventory; (3) exploration of assessment systems for students; and (4) regional career fairs. There is strong a liaison between several agencies and the Consortium. A unique feature of this program is the sharing of ideas, the cooperative planning, and the pooling of resources to meet the career guidance needs of all students.
3. **Postsecondary Planning Program at Dade County Public Schools in Dade County, Florida.**
This program offers opportunities and programmatic support to all students so they can achieve their postsecondary aspirations through their public school education. In the eighth grade, a computerized four-year academic course plan with a tentative career goal is developed. In the ninth grade, an awareness of the world of work is developed. In grades 10-12, the focus is on careers. The entire program, provided through a combination of district, state, and community/business resources, is delivered through cooperative efforts. Equity is a major goal of this program with staff having participated in inservice workshops regarding gender stereotyping in career guidance.

Exemplary Guidance Programs, continued

4. **Career Education Program at Seminole County, Florida.**
This program serves 45,000 students and 3,000 instructional personnel housed in 25 elementary schools, 10 middle schools, 6 high schools, a youth detention center, and an alternative education school. Career education is infused throughout the curriculum with a major emphasis placed on the teaching of employability and life skills to facilitate a smooth transition from school to work. A strong partnership with the business community facilitates shadow days, career days, expos, job fairs, etc. Regional workshops are offered for staff development and inservice activities are numerous. The program focuses on: self-assessment, career planning, career decision making, employability skills, transition. It articulates with other appropriate educational programs and aggressively seeks out and actively uses resources from the community, family, and local businesses and organizations.
5. **Comprehensive Developmental Career Guidance and Counseling Program in Roanoke City Public Schools at Roanoke, Virginia.**
This program reaches all students and is seen as an integral part of the curriculum. In grades K-6, it is a classroom guidance program; in grades 7-12, it consists of planned activities for classroom delivery or self-directed search in the areas of career development and employment skills. Appropriate grade level interest inventories assist students in identifying their interests; the results become part of the student's personal Career Planning folder. Career resource centers, established in all secondary schools, assist students in career decision making. Career days and job shadowing are offered to all students. Community, businesses, industries, advisory committees, and families are involved in the program. Staff development activities and administrative support have contributed in the delivery of this program.

1988

1. **Comprehensive Career Guidance and Counseling Program at El Dorado Union High School District in Diamond Spring, California.**
This program fosters self-assessment, career planning, career decision making, employability skills, transition, marketability of job skills, mid-career job search skills, and financial assistance. It serves all students in three comprehensive high schools and two alternative high schools through articulation with programs in other appropriate environments or educational levels. The guidance program is evaluated every year. Accomplishment of program goals and student progress are the focus of the evaluation component.
2. **Regional Occupational Program (ROP) at Butte County Regional Occupational Program in Oroville, California.**
This program responds to the demands of current job markets and needs of students, both juvenile and adult. All students are provided with a variety of career exploration activities: career planning, career decisionmaking, and employability skills. High risk students "job shadow" those in occupations of interest as part of a transition from high school into vocational training and employment. The program works in cooperation with over 400 community businesses to provide students with on-the-job training experiences. County employers volunteer time to serve on occupational advisory committees and participate in cooperative vocational education.

Exemplary Guidance Programs, continued

3. **Career Development Program at Farmington Public Schools in Farmington Hills, Michigan.**
   This comprehensive K-12 developmental career program, designed to reach every student in 18 schools, concentrates on self and career awareness, decision making, career planning, exploration, and employability skills. Cooperative education, work study, and apprenticeship programs aid in the transition from education and training to work. Job placement services are available to all students, and there is program articulation from K-12 with academic and vocational teachers, counselors, administrators, and staff from Oakland Community College. A career development steering committee with representatives from 18 schools in the district supports the program.
4. **Career Development Program: Guaranteed Services at Harrisburg Union High School in Harrisburg, Oregon.**
   Students in this program complete a developmental sequence of activities over the four-year span of high school. The emphasis is upon development of greater self-understanding and the acquisition of knowledge regarding occupations, postsecondary education, and the world of work. Record keeping is facilitated by the use of a student educational and career portfolio containing a four-year educational plan, career and educational goals, completion of required career development activities, awards, and work experience validation. The four-year plan is stored on a diskette kept in the student's portfolio and updated periodically. The program was developed and implemented with the cooperation of the administration, counseling, and teaching staffs. It uses every possible resource to implement the guidance system, vocational training, and the general educational process.
5. **Career Guidance and Counseling Program, K-12 at Detroit Public Schools in Detroit, Michigan.**
   An effective guidance program functions throughout the school system for all students as an integral part of the curriculum activities. Core objectives, activities, time frames, and expected outcomes are specifically addressed in the Guidance Program Model for Elementary, Middle, and Senior High. Elements of the program include: counseling (individual and group), consultation, coordination, career guidance, program selection and placement, referral and information service, and evaluation. Collaborative linkages in the community and the local school guidance advisory committee support the guidance program by supplementing the developmental experiences of Detroit students. The overall purpose is to help students become increasingly self-directed and competent in the school environment and in society.
6. **Career/Tech Prep 4+2 Program at Lewis Cass Intermediate School District in Cass County, Michigan.**
   As a collaborative project for guidance and placement, this program is characterized by fine articulation between a community college, an intermediate school district, four local high schools, several state agencies, and local businesses and industries. Three major activities provide career guidance and placement services to over 3200 students, including (1) development and implementation of a career/tech prep 4+2 guidance program, (2) a placement community discovery program, and (3) development of a three-year job placement master plan for secondary and postsecondary students. Before this project was initiated, educational services to youth and adults were often non-existent or fragmented; now there is a plan with goals established for each student.

Exemplary Guidance Programs, continued

1987

1. **Guidance and Counseling Program in Marana High School in Tucson, Arizona.**
This program provides a programmatic approach to a variety of functions: (1) Assessment — utilizing computer-based programs and activities; (2) a Career Information System that is computerized and updated yearly for exploration and planning purposes; (3) Career Planning and Counseling that is on an on-going basis; and (4) a Placement Service that assists a student in making appropriate choices (program and job placement). Follow-up, evaluation, community relations, and participation with advisory committees are also implemented. Based upon a computerized Career Information System and a Statewide Inservice Center for equity concerns, this program has been very active in training and updating materials to provide students with pertinent information in making realistic choices.

1986

1. **Guidance and Career Counseling Program at Webster County Vocational Center in Eupora, Mississippi.**
This program features a guidance curriculum delivered through individual counseling, group guidance, assessment, group workshops, and the classroom. The overall goals of the program are 1) to provide students with information and assistance in the development and use of skills necessary for decision making, problem solving, career and life planning, and personal planning; 2) to provide information and assistance in obtaining employment in the career field in which skills have been acquired; and 3) to provide support and assistance to the educational staff, business and industrial community, and the total school program.
2. **The C. A. Prosser Vocational Center Counseling and Guidance Project in the Charles Allen Prosser Vocational Center at New Albany, Indiana.**
This project involves students, teachers, counselors, principals, and superintendents from 20 high schools in 11 school corporations and the entire vocational center staff. Beginning in the junior high schools, it includes aptitude testing and career planning activities, on-site visits to the vocational center for eighth or tenth grade students and pre-enrollment evaluation by a Counselors Admissions Committee for disadvantaged and handicapped students. At enrollment, all students are tested in Communications and Industrial Math skills, with curriculum alterations recommended on this basis. Two inservice retreats have been provided for counselors in the last four years, and opportunities for counselors to visit industry and business are planned.

Exemplary Guidance Programs, continued

1991 - 1: Denise Gudger
Dept. Chair, Guidance and Counseling
Churchill High School
1850 Bailey Hill Road
Eugene, OR 97405
503/678-3424
Nancy Hargis, 503/378-5585

1991 - 2: Pat Ross, Charlotte Bennett
Moore Public Schools
2009 N. Jane Way
Moore, OK 73160
405/793-3080
Belinda McCharen, 405/743-5158

1991 - 3: Fran Carney
Dir. of Guidance
Mesa Public Schools
549 N. Stapley Drive
Mesa, AZ 05208-7297
602/898-7938
Randy Eubank, 602/255-5564

1990 - 1: Donna VonTungeln
Director/Student Services
Canadian Valley AVTS
PO Box 579
El Reno, OK 73036
405/262-2629
Belinda McCharen, 405/743-5158

1990 - 2: Dawn Miller, Counselor
El Cajon Valley High School
1035 East Madison Avenue
El Cajon, CA 92021
619/579-5855
Paul Peters, 916/323-0566

1989 - 1: Ellen Dickson
Career Coordinator
Perkins-Tryon Schools
Box 549
Perkins, OK 74059
405/547-2425
Bellinda McCharen, 405/743-5158

1989 - 2: Frank Ingerowski
Chairperson
Portland Regional Vocational Technical Center
196 Allen Avenue
Portland, ME 04103
207/874-8165
Helen Beesley, 207/289-5854

1989 - 3: Judith Stein/Gwen Kidney
Dade County Public Schools
1450 NE, 2nd Avenue
Miami, FL 33132
305/376-1761; 305/376-1811
Coordinator, 904/488-0400

1989 - 4: Linda Sawyer
Curr. Spec. for Career Dev.
600 Tuscavilla Road
Winterspring, FL 32708
407/365-5611
Coordinator, 904/488-0400

1989 - 5: Martha S. Rader
Guidance Supervisor
Roanoke City Public Schools
40 Douglass Avenue
Roanoke, VA 24012
703/981-2466
Rebecca Dedmond, 804/225-2069

1988 - 1: Dr. David Murphy
Superintendent
El Dorado Union High Sch. Dist.
PO Box 1450
Diamond Spring, CA 95619-1450
916/622-5081
Paul Peters, 916/323-0566

1988 - 2: Mr. Walter Beeler
Director of the Reg. Occ. Prog. (ROP)
2120A Robinson Street
Oroville, CA 95965
916/538-7743
Paul Peters, 916/323-0566

1988 - 3: Charlene Parrott
Career Development Coordinator
Farmington Public Schools
29995 West Twelve Mile Road
Farmington Hills, MI 48018
313/477-3318
Gertrude Bonaparte, 517/335-0351

1988 - 4: Karyn George, Counselor
Harrisburg Union High School
400 South 9th Street
Harrisburg, OR 97446
503/995-8271
Nancy Hargis, 503/378-5585

1988 - 5: Dr. Lewis Ellis
Assistant Superintendent
Office of Pupil Personnel Services
5057 Woodward Avenue, Room 602
Detroit, MI 48202
313/494-1160
Gertrude Bonaparte, 517/335-0351

1988 - 6a: Ned Sutherland, Voc. Dir.
Lewis Cass Interm. School Dist.
61682 Dailey Road
Cassopolis, MI 49031
616/782-2174
Gertrude Bonaparte, 517/335-0351

1988 - 6b: Dr. Norman Ashcraft,
Dean, School of Technology
Southwestern Michigan College
Dowagiac, MI 49047
616/782-5113
Gertrude Bonaparte, 517/335-0351

1987 - 1: Mrs. Kim Holaway
Marana High School
1200 West Emigh Road
Tucson, AZ 85743
(no phone listed)
Randy Eubank, 602/255-5564

1986 - 1: Paul Weddle, Jr.
Counselor
Webster County Voc. Center
PO Box 889
Eupora, MS 39744
601/258-8206
Joe McDaniel, 601/359-3472

1986 - 2: Marvin E. Kersey
Charles Prosser Voc. Center
4202 Charlestown Road
New Albany, IN 47150
812/949-4266
C. Edward Brown or Greg Boatright,
317/232-1829

BEST COPY AVAILABLE